

School and Community

Vol. XV

MAY, 1929.

No. 5

FIRST SIGHT

*I was born again to-day!
I was fashioned new!
Now my heart is fresh with May
Virginal as dew!*

*What it was I cannot tell.
Something on my eyes
Exquisitely breathed and fell
And I grew more wise.*

*Goldenly it breathed and kissed
Now the world is plain—
All the glories I had missed
In shine and air and rain.*

*Just a little while before
It was all disguised.
Now the earth seems so much more
That I am surprised.*

*I could touch and hold and kiss
Everything I see!
Say then, was it always this,
Waiting just for me?*

*Oh, to think that yesterday
It was shining so
Yet my poor heart could delay
And my eyes said no!*

ANNA HEMPSTEAD BRANCH.

From "High Tide" by Mrs. Waldo Richards,
Courtesy of Houghton Mifflin, Publishers.



THE SCHOOL AND COMMUNITY

Official Organ of the Missouri State Teachers' Association

THOS J. WALKER, Editor

E. M. CARTER, Bus. Mgr.

VOL. XV

MAY, 1929.

No. 5

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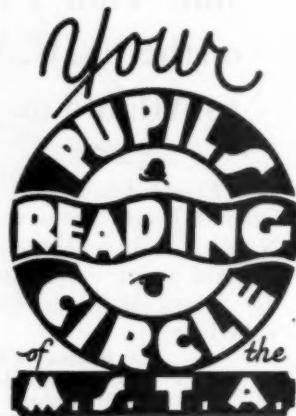
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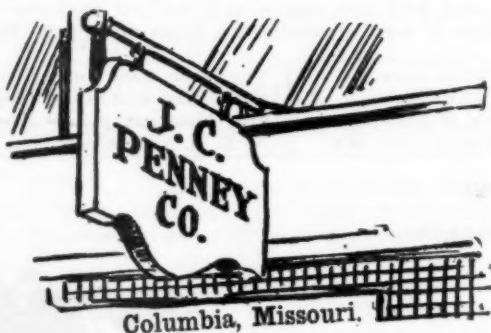
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EDITORIALS

COMMITTEE SUBSTITUTE for House Bill Number 70 represented in its section on apportionment of State School Funds an attempt to perform the **MODERN MIRACLE MEN.** miracle of feeding the five thousand on five loaves and two fishes, a worthy aim but a very puerile method.

This section proposed to take from a prospective fund of less than \$4,000,000 amounts for new aids and increased aids estimated at nearly a million and a half. It may be said that practically all of these new aids and increased aids were for worthy purposes. By the wording of the measure all of this additional drain on the Fund would have been borne by the teacher-attendance quota and would have fallen on many schools wholly unable to stand the depletion of their funds.

The measure was sponsored in the House by a group of leaders who were invincible. Those who do no thinking of their own were not inclined to look further than at the face of the measure. It promised all schools as much or more than they are getting now, with the exception of Kansas City and St. Louis and these, it was argued, were able to stand a little loss.

The facts were that all the money available would have been used before the State Superintendent under the provisions of the Bill got to the general apportionment, with the result that many of the schools would have

received nothing at all from the State, or next to nothing.

When will we, in Missouri, realize that our desire to feed properly the schools of the state cannot be met by the miracle method? The state fund is inadequate to the task of doing even what the House desired to do. A larger State fund is the only method that will meet the needs of public education.

LEgislation by impulse, even the highest, is a dangerous procedure. As our civilization becomes more complex, our interests more divergent, and **LEGISLATION BY IMPULSE.** our economic abilities more varied the danger of making laws on the basis of feelings and "hunches" becomes greater.

Committee Substitute for House Bill 70 which passed the House by a substantial vote is an illustration of the danger of this method of legislation. Members of unquestioned character and of the highest purposes had written the Bill so as to improve the schools, as they thought when they passed it. Later reflection and consideration of facts convinced even the sponsors of the Bill, some of whom had worked upon it for several months, that it was a bad measure.

These sponsors, however, had the grace and gumption to admit their error and appear before the Senate Committee on Education asking that Committee to modify, or reject the

work that they had spent months of work upon.

If this experience has taught us the value of careful investigation of facts and conditions and the necessity of basing our legislative action on these, humiliating as the experience is, it may be a blessing.

Certainly the remembrance of House Bill Seventy on which was spent so much money and labor should be an influence toward developing respect for accurate data and make us less likely to act wholly upon impulses and "hunches."

THE ONE RAY of hope that has emanated from the present General Assembly is that offered by Governor Caulfield's Commission Bill, which at this time has been **A RAY OF HOPE.** passed by both Houses and signed by the Governor. This measure authorizes the Chief Executive to appoint a commission of seven people to investigate the needs of the schools, the financial resources of the State for meeting those needs and possible plans by which improvement may be made. This commission is to report soon to the Governor who may call a special session of the General Assembly to consider such recommendations as he may

make on the facts and findings of the Committee.

A committee composed of outstanding citizens free from political ambitions and genuinely interested in the welfare of Missouri, such as we believe the Governor will appoint, will merit and, we think, have the confidence and respect of the Legislature and the public. A program based on the findings of such a group of men will meet approval and eventuate in improvement.

MOTHERS

*Mothers of the human race
With the world you must keep
pace!—*

*Opening wide your mind and thought
To the good by others taught.
Read and study, day by day,
How to mould the plastic clay.
With the world's affairs progress—
You can, thus, the children bless.
What the age for them prepares
Through your efforts can be theirs.
Make them strong and make them
great—*

*In their hands they hold the fate
Of a Nation's weal—or woe:
Wake up, mothers!—wake, and grow!*

—Elinore Jordan Rivinius.

I AM NOT ARGUING here for free anything--least of all free speech. I have always been very much amused by the advocates of free speech. In this harum-scarum world of ours, brought up as we are, the only person who ought to be allowed free speech is the parrot, because the parrot's words are not tied up with his bodily acts and do not stand as substitutes for his bodily acts. All true speech does stand substitutable for bodily acts, hence organized society has just as little right to allow free speech as it has to allow free action, which nobody advocates. When the agitator raises the roof because he hasn't free speech, he does it because he knows that he will be restrained if he attempts free action. He wants by his free speech to get someone else to do free acting—to do something he himself is afraid to do. The behaviorist, on the other hand, would like to develop his world of people from birth on, so that their speech and their bodily behavior could equally well be exhibited freely everywhere without running afoul of group standards.—

John B. Watson

What a Superintendent Has a Right to Expect of an Institution Training Teachers

SUPERINTENDENT E. C. Hartwell of Buffalo, N. Y., speaking on the above subject at the Cleveland meeting expressed some ideas that are challenging in their directness, their clearness and their pertinency. In part, he said:

"A school day, like a school week and a school year, is considerably shorter than any other kind of day or week or year. A pupil is rightfully entitled to one minute per recitation as his individual portion of the teacher's time and effort.

"We have done well in America in the matter of compulsory school attendance, but not so well in assuring ourselves that, once the child arrives in school, he shall receive the competent instruction presupposed by the theory back of the state program of education. The State of New York spends four times as much per student to train horse doctors as it does to train teachers. In many states political considerations have demanded more normal schools than the state ought to support, with the result that none of them are supported adequately. Bureaucracy in the management of these institutions all too frequently has played its part in killing initiative and destroying ambition on the part of the principals and faculties. Superintendents of schools, users of the product of our teacher-training institutions, have too often been contented with grumbling criticism and far less diligent than they should have been in providing the constructive help which the situation requires.

"We know that the personality and character of a teacher are tremendously important factors in her success; that initiative, resourcefulness and enthusiasm are indispensable to the best teaching, and that without vision the people perish. Let us advocate as the first item of our program the selection for normal school administrators and faculty only those whose record in the classroom or in the teacher-building field rates high as judged by these standards. We shall have to modify our present idolatrous attitude toward

advanced degrees and insist upon the selection of men and women for our teacher-training institutions primarily because of their demonstrated ability either to teach or to train teachers.

"Every year students enter our normal schools who should never be permitted to enter, and every year many students are graduated who should never be permitted to teach.

"The time which students spend in the normal school shall be used in such a way that the graduates of these institutions may be guaranteed to possess adequate knowledge of the subjects which they are required to teach.

"There are state-supported teachers colleges supposed to train elementary teachers which no longer concern themselves with such childish matters.

"Let us have a program which puts first things first, and proceed on the assumption that in providing a young man or woman who expects to teach grade children with a genuine enthusiasm for literature, history, geography, and the other subjects in the elementary field, including music and art, we have laid a sound foundation for culture in that teacher. This enthusiasm can be kindled by instructors who have it themselves, if they are given the incentive and the time and the opportunity to do it. Out of the enthusiasm thus generated ought to come adequate knowledge of the subjects to be taught and a desire to acquire still further knowledge in related fields. Given a sound character, and attractive personality, a genuine love of youth, and a sufficient amount of the right kind of practice teaching, and we are likely to have a superior teacher. Attention, therefore, to these fundamental prerequisites of superior teaching cannot well be over-emphasized.

"Everywhere over the land there is a disposition to measure a teacher's worth not on her classroom performance, her personality her love of children, or her actual record of accomplishment, but by how many college credits and advanced

degrees she has been able to accumulate. It is so much easier to get a degree than it is to be a good teacher. It is so much easier to base salaries on some definite thing like a diploma or a statement of credits from a university than it is to measure what the teacher has actually been able to do for her pupils.

"There are many cities in the United States in which teachers finding themselves inadequately prepared skilfully to do the work before them in the elementary field, are spending their time and money in taking courses utterly unrelated to their present work, and doing it solely because as a profession we are permitting the worship of college credits to be substituted for a recognition of successful teaching. Tradition seems in a fair way to become established that if a teacher desires an increase in salary she must acquire certain college credits or work out a thesis for an advanced degree. Maybe what the teacher needs is a course in how to teach silent reading. Maybe what she would like to take is a course in one of a dozen things not adequately cared for in her original training in the normal school; but unfortunately for her these courses do not possess that sacred thing known as 'college credit' and so this teacher spends her leisure and her money on a course in Elizabethan drama, or the appreciation of Keats, or Egyptology, or Sanskrit, or anything that the college faculties feel like offering.

"It ought to be possible for a teacher to earn her college credits and to do her advanced work with courses that definitely improve her service to the children in her charge. As matters stand today, however, a graduate degree in education is not of itself conclusive evidence that its possessor is a superior teacher.

"We shall get improved teaching in the elementary schools only as we agree on a defensible program of teacher training. As superintendents, we have an inescapable obligation to do our part in

formulating such a program, and to give all possible assistance to our normal schools and teachers colleges in their efforts to provide the improved training which the situation seems so urgently to require.

"Let us advocate the selection of men and women for our normal-school faculties primarily because of their demonstrated ability either to teach or to train teachers. This policy will require much larger salaries, for it is far easier to find a man who has written a doctor's thesis than it is to find a man with a high record of accomplishment in teacher training.

"I propose the adoption of more effective measures to prevent the certification for teaching of those people whose personality, character and scholarship will always make them liable in a schoolroom. I propose that the time which students spend in the normal school shall be used in such a way that the graduates of these institutions may be guaranteed to possess adequate knowledge of the subjects which they are required to teach.

"Probably there is no formula to be written for the successful administration of a teacher-training institution. Each one of them has its own problems, but I am quite certain that immense improvement would be effected if all of them would keep more intimately in touch with the problems to be faced by the students whom they graduate. Neither our normal-school faculties, nor graduate schools of education, nor superintendents of schools constitute in their respective groups a sole repository of wisdom in this matter of teacher training. Normal schools cannot claim to be torchbearers on the educational march if they are ignorant of what is going on in the schools in the territory which they serve. Wise leadership in curriculum making, improved classroom procedure, school organization, tests and measurements, and extension work cannot be undertaken under any such handicap."



THE DEMANDS OF DEMOCRACY ON SCHOOL SUPERVISION

W. H. Martin

Democratic-education demands:

1. That in all educational procedure the developing child, not the course of study, be the center.

Hitherto and even now in many of our schools much of the work proceeds from the point of view of subject-matter with the aim of bringing the child up to the demands of the course of study.

This is what democracy feels must be changed.

2. That what the child grows to be is more important than what he grows to know, though what he grows to know should neither be despised nor neglected.

Democracy, to be sure, is concerned in the nature and kind of knowledge the child gets; but it is vastly more concerned in the nature and kind of behavior that develops therefrom in the life of the child.

3. That cooperation, not competition, is the key word; not how much we can beat the other fellow in life's contest, but how much we can work with him in a joint effort to obtain a certain definite objective for the benefit of the whole. Group life and team work are fundamental in successful democratic procedure.

4. That discipline comes not by repression, but by development, not by force from without, but by conviction from within. Democracy is not seeking blind, implicit obedience unquestioned, but that full and free response which can come only from conviction.

5. That kind of activity which leads to further activity, which has purpose and aim that lead to definite ends. In this kind of activity waste, and haphazard and careless movement are eliminated. Growth and self direction are instituted and freedom in thinking results.

6. That an opportunity be given for each one to make free and unbiased choice, no preconceived, made-to-order decision is to be forced upon the child. He is to come to his own conclusions in his own way if he is to live fully and freely the democratic life.

7. That there must be a responsible sharing in the aims and purposes of democratic society. Those who are to participate in this democratic life must be made to feel keenly that they are a part of it, and that they must share in the high purposes for which it stands.

8. That there be full and free interplay of the numerous and varied connections, leading to the possible good life to the end that the seemingly conflicting elements work in harmony for the democratic good.

9. That there must be intelligent well-balanced and sane leadership to the end that the ship of state may be safely piloted.

Those who lead must serve not personal ends, but must serve the good of the whole. Democratic society demands this kind of leadership. The school must help to produce it.

School supervision must subscribe to this kind of platform and see to it that every plank in it be fully carried out.

The modern superintendent is arriving and he is coming with a fine personal equipment. He knows how to meet and mingle with the people in the community he is to serve. He knows how to adjust himself to conditions as he finds them.

Leadership is an outstanding factor in his personality.

His academic and professional equipment are unquestioned. He knows just where to take hold of his work. He is an expert in getting at and sizing up his teaching force. He soon learns the interplay of the various forces at work in his schools. He realizes that democratic supervision demands of him,

1. That all educational procedure be conducted on the cooperative plan.
 2. That supervision in its professional technique and also in its administrative phase must be constructive.
 3. That all subject matter of instruction must be built up from the view point of the full and free development of the child.
 4. That each child in his school must have an equal chance with every other child to participate in the shared exercises of the school.
 5. That all children have equal instructional opportunity.
 6. That equal educational equipment be furnished all teachers doing a similar type of teaching.
 7. That a spirit of growth be instituted and maintained among his teachers, keeping alive the democratic purpose in education, to the end that we may have democratic citizens living in a democratic society.
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THE GENEVA CONFERENCE

A. O. Thomas

Commissioner of Education, Augusta, Me.

MANY AMERICAN educators will make the journey to Geneva to attend the fourth World Conference on Education under the auspices of the World Federation of Education Associations. The Geneva meeting, July 25 to August 3, 1929, promises to be one of the most colorful and far-reaching meetings the Federation has held. The fact that much preliminary work has been accomplished by previous meetings leaves the Geneva Conference ready to give its attention to "international understanding and goodwill through education" which is the theme of the meeting. The Herman-Jordan committees will have definite lines of work which will be published in pamphlet form and distributed among those who are interested in the new viewpoint of education.

Several features of the meeting will be especially interesting and valuable. There will be an exhibit of didactic materials, including an Atlas of Civilization, and auto-didactic material, general teaching material, children's books typical of national life, materials on how to teach international understanding and goodwill, international school correspondence, and

international competition of children's drawings. Delegates to the Conference who wish to send material to be exhibited should apply to the Exposition Committee, World Federation Secretariat, International Bureau of Education, Geneva.

Tuesday, August 1, is set apart for excursions and social functions. The local committee has arranged a tour of Lake Geneva. Besides the festivals organized especially for the Conference by Jaques-Daleroze, the creator of "Eurythmics," there will be a reception tendered the delegates by the State of Geneva. The annual celebration of the Swiss National Fete falls on this day and the members of the Conference will have an opportunity to see the city in gala attire and festive mood. Numerous informal parties, dances, etc., will be organized during the Conference giving everyone a chance to choose the recreation he prefers.

The deliberations of the Conference will be conducted in English, French, and German, with one session conducted in Esperanto as an experiment. The chairman of each group will have an official interpreter. The program will be printed in several languages. Badges will be distributed to be worn by the delegates show-

ing their native tongue. Blue will represent English; red, French; yellow, German; and green, Esperanto. Thus, acquaintance will be made easy and a common bond established.

A number of travel agencies have been approved by the Federation for taking care of the delegates. Many of these tourist agencies will provide accommodations at Geneva as well as travel provisions. Thomas Cook and Son of New York will take care of the delegates of the National Education Association. Other approved companies are Walter H. Woods Company, Boston; Temple Tours, Inc., Boston; The International Travel Club, New York City; The Bureau of University Travel, Newton, Mass., and the Travel Bureau of the National Union of Teachers of England and Wales, Toronto. Persons registering with these agencies will find benefit accruing directly to the Federation as well as good service to themselves. Accommodations in Geneva will be exceedingly reasonable. All Geneva is mobilized to lodge the members of the Conference. By linking up the hotels, pensions, and

private homes, it will be possible to take care of everyone to his satisfaction. Prices range from ten to twenty francs for room and three meals, a franc representing somewhat less than twenty cents.

It is expected that most American educators will attend the meeting of the National Education Association at Atlanta, June 28 to July 4, after which there will be time to get to New York and sail for Geneva.

All indications point to a fine attendance from teachers all over the world. Several Asiatic countries, including China and Japan, are preparing to send delegations. India has already appointed a delegation of more than twenty educational leaders. Probably every country of continental Europe will be represented. The British Isles, Canada, and the United States will send large delegations. The opportunity of visiting the fine old city of Geneva, of hearing many of the most eminent educators of the world, and of forming friendships with teachers of other lands will bring an unforgettable enjoyment and benefit.

THE OBJECTIVES OF THE P.T. A.

By Mrs. W. A. Masters, State President

THE PAST YEAR the Missouri Branch of the National Congress of Parents and Teachers has conducted numerous Three-Day Institutes, and One-Day Schools of Instruction, in Parent Teacher work, with a hope that we might create a better understanding of the possibilities of our work.

The National Congress believes that it is definitely the responsibility of State Branches to work for the improvement of the educational standards of their states. This to be accomplished through well defined programs that will inform the individual members as to the needs.

The welfare of all children is one of our objectives. Certainly, to make possible equal educational opportunities, is a high type of child welfare work.

We believe, also, that the financial support of the school is a public responsibility. We find that a large part of the time and energy of our local units is expended in money raising projects for the purpose of furnishing equipment for schools. We do not, of course, discredit such activities when necessary, providing that, at the same time a program of information regarding the financial conditions, and one that will have a tendency to correct these conditions, is promoted. The promotion of money raising activities can include only a minor part of the population of any community, while the program which informs the members, when given the proper publicity, will create a desire in the hearts of all people to meet the needs.

Another of our chief objectives is to establish co-operation among parents; co-operation that will promote an understanding of school standards so that the home will have an appreciation for the school standards, and adopt the same set of standards for home observance. If the individual member understands these, and if they fully understand the local and state needs of the school, they can then correctly, and enthusiastically, interpret these needs to others.

We also ask our local associations to study legislative measures that touch directly the lives of children, and to work for the passage of these measures.

We very much desire to have the educators of our State appreciate the possibilities of a local unit that belongs to an organization of more than sixty thousand members in the State, and more than a million and a half in the Nation, working for these principles in their own community and in their state, and to have them encourage this type of program in their local associations.

There has been a tendency in the past to present a program more along the entertainment lines, and we feel that the Parent-Teacher Association should challenge the interests of all parents—thus, a program which is for entertainment, only, would not in any sense, be entertaining to all of its members.

In a recent issue of the Child Welfare Magazine, our National Official publication, the following was contributed by Marion Mason. The purpose of the Parent-Teacher Association—

Is not to raise children easier, but to raise them better;

Is not to make money, but to make lives;

Is not to criticize home, but to raise its standards;

Not to ignore poor schools, but to secure good ones;

Not to operate in schools, but to operate with them;

Not to find fault, but to find facts;

Is not to make every child a prodigy, but to give him a chance.

The Parent-Teacher Association offers a meeting ground where parents and teachers may develop a better understanding of the needs of children;

Study the conditions which are a menace to children;

Learn to study and work for better conditions;

Pool their successes and failures in dealing with children;

Make themselves fit for children to live with;

Stimulate a clear thinking public opinion about the responsibilities of adults to children.

As President of the Missouri Branch of the National Congress of Parents and Teachers, may I say—our Organization is vitally interested in the welfare of all children in our State. We feel we can be a power for bringing about better educational conditions and we wish to pledge our co-operation to the State Teachers Association in this work. We believe the only reason for present conditions is because the public, generally, does not know conditions. We can help materially in remedying these conditions by giving the information to our members—but we must be sure that we know the facts before we can give the information.

As County and City Superintendents, as City or Rural teachers, you can help by appreciating the possibilities of a program that will educate the public as to the needs, and helping our State and National Congress in the promotion of this type of program.

It took only about four months to spread propaganda in the United States that changed us from a Nation that didn't want to enter the World War, into a Nation that wanted to fight.

Every parent and every teacher should be willing to spread the propaganda that will make the lovers of childhood in our State fight for the rights of our children.

Going to Columbia this Summer?

See Page 308.

"SNIPE-HUNTING SNOOPERINTENDENTS"

John O. Mathias

"We believe that a teacher should take no step toward a specific position until the place has been declared officially, legally and conclusively vacant".

Section X, Code of Professional Standards and Ethics adopted by the Missouri State Teachers Association.

THIS SECTION has been in vogue in Missouri during the past six years, yet we have among us that rare and hitherto unclassified specimen of "backwash" pedagog, "The Snipe-Hunting Snooperintendent."

For the benefit of any who may not be familiar with the age-old "out-door" sport of snipe-hunting, let us give a brief explanation of the rules governing the game:

A half-wit in the community is selected in conjunction with the darkest night possible. He is sent forth into the forest and instructed to make as much noise as possible in order to engage the attention of any slumbering snipe in the vicinity. After much loud shouting he is to place himself at some objective point, hold a lighted candle in front of an open bag and await patiently for the cherished snipe to enter therein.

The rules governing the game of the "Snipe-hunting Snooperintendent" are very similar. The same mental acumen and lack of moral courage is required. During the long winter months this "snooperintendent" begins a careful mapping out for his annual spring campaign. He takes down the little Directory of High Schools, so generously supplied by the State Department of Education and carefully catalogs the names and addresses of secretaries of prospective "School Board Snipe" which he hopes to bag during the coming open season. He has not, as yet, been accorded the privilege of the radio to broadcast his matchless worth so he relies upon copious volumes of letters so loud in self-praise that when broadcasted throughout the Peda-

gogical Wood may result in the awakening of some unsuspecting "School Board Snipe" to the fact that at last a successful schoolman has been found. He must be a success because he admits it himself and school people have a record for unquestionable veracity. The fact that he will come at a reduced salary to that of the present incumbent is a marked inducement. It becomes the red light in the self-praise candle, and with distorted vision this well-meaning "School Board Snipe" rushes into the open gunny sack, signs a contract and is "hooked" for the coming year.

Superintendents who hold the confidence of their Boards of Education are frequently "let in" on this "Comedy of Errors" in efforts to secure positions. The same psychological groove seems to cut through the mental make up of all these "snooperintendents." There is a close similarity in their methods and even in the very wording of their letters. They usually read as follows:

Secretary, Board of Education,
Kickemoutsoon School District.

Dear Sir:—If you plan a change in the superintendency of your schools for the coming year, I wish to make formal application——etc., and so on.

The more desperate and less decent will state, "——having heard that there will be a vacancy in the superintendency——"

These implied suggestions may create a suspicion in the mind of Boards of Education that their present superintendent is dissatisfied. A dissatisfied schoolman is not wanted in any community and therefore these underhanded and unethi-

cal maneuvers of this detestable "snooperintendent" may result in an irreparable injury to some worthy school man.

These letters are frequently printed epistles with stamped pictures of the offender and many copies of "To Whom It May Concern" attached. These recommendations usually cover a period of many years and consequently many of these devotees have passed to the Great Beyond and as yet there is no way to check them. A few are signed by Boards of Education who evidently used this method to clear their own "goat pastures." There is always expressed definitely or diplomatically implied that this "snooperintendent" has never been fully appreciated and he longs for larger fields for the unfolding of his unquestionable pedagogical potentialities.

These "snoopers" frequently study the psychology of their intended community victim. We recall an application sent to a type of community which cherished its old families and historical relationships. This applicant traced an ancestry, on his mother's side of the house, back to the White Apron Brigade of Bacon's Rebellion. He was not applying because of a money consideration but because his artistic nature had always longed to bask in the glowing sunlight of historical background.

A few years ago a certain superintendent notified his Board of Education that he would not be an applicant for the coming year. This man had the confidence of this board and it relied upon his judgment, in a measure, in an effort to secure a suitable man for the place. Eighty-three applications for this position were received and less than a dozen made an approach in an ethical manner. Fortunately for Missouri schoolmen, this was a few years ago.

Another superintendent was called over the phone by a lady member of a neighboring school board with a request that he file an application. He inquired if the position had been declared vacant and was informed that the matter had never been discussed in board meeting but that a few members of the board felt that a change was desirable and if a few superintendents would file for the place there

would be a leverage afforded against the present incumbent. This lady was surprised when informed that the reputable schoolmen of Missouri lived up to a Code of Professional Ethics. It would be well for superintendents to furnish members of their boards with copies of our Code of Ethics.

In the original game of snipe-hunting we have, as yet, the first half-wit who would "bite" a second time. Not so with the "Snipe-Hunting Snooperintendent." Whatever else he may lack there is no shortage on perseverance. He enters the open season the middle of March and beats the Pedagogical Thicket until about the last of April. Then he opens up the sack and awaits patiently for prospective "skads" of "School Board Snipe" to be lured by his glowing candle of self-edification, intending when once bagged to select the fattest of the bunch. An empty bag at the close of the season is no deterrent. He will sign up at home and await another year. At the opening of the next season he will return with equal zeal and with the slightest encouragement will "snoop" into any community and make secret calls upon individual board members.

Many superintendents over the state are familiar with the celebrated letters of the Sillyvain Brothers. They have a "come-back" which has become notorious. They should take their cue from the well-known Smith Bros. and have their pictures stamped as a trade mark. They are pioneers in this field and should hold patent rights to impose their self-glorification upon any community with impunity. We predict that the Sillyvain Letters may some day be collected in *toto* and placed among the historical papers in the archives of the Missouri State Teachers Association. It has been proposed that a department of the State Teachers Association be recognized as "Superintendents Who Still Survive the Annual Applications of the Sillyvain Brothers." To be eligible to membership a superintendent must be able to present at least two letters sent on consecutive years from each of these famous brothers urging their Boards of Education to make a change in the superintendency of their schools.

TWO SIDE LIGHTS ON SCHOOL ART

Ella Victoria Dobbs

In the May number of the National Education Association Journal, C. Valentine Kirby discusses Art in the rural community. He begins by commenting on the impressions received from school exhibits which show the intimate relationship between art activities and various school studies and between the school and the community. Too often however such exhibits show that the city child has had greater advantages than the rural child.

He says "The child in the rural school has precisely the same need as the town or city child for sense training and free creative expression. He has the same need for the development of taste and appreciation in appropriate and becoming dress and the consistent furnishing and decoration of the home. Among these children is found the same ratio with exceptional gifts and promise. These should be guided and conserved for their possible contribution to some branch of the arts.

The little rural school is gladdened by the joyful illustrations or constructive handwork of the children. It is enriched and made a happier place through the children's own color work and the color prints hung upon otherwise barren walls."

He describes one rural teacher who got results out of odds and ends of material and won over a skeptical school board while another wrote "The board of directors is as interested in art and its establishment in the schools as a South Sea Islander is in snow shoes. The subject has never been taught in this district. One cannot expect the children to show any great zeal in something that their parents unanimously condemn as foolishness."

Mr. Kirby summarizes the comments of teachers in rural schools where art work has been introduced for the first time as follows:

"1. Appreciation of beauty—It has developed a desire both within and without the school for the finer and more beautiful things of life.

"2. Appreciation of nature—Children have learned to see nature with new eyes and developed a love for flowers and birds.

"3. Appreciation of the fine arts—Children have had their first opportunity to know some of the masterpieces of great artists.

"4. General effect on pupil and school—Children have shown a new interest in school. Easier to discipline. Has taken the 'drab' out of school life. Has broken the monotony in usual school program. Home life often dull and uninteresting—school life has been brightened by color and handwork.

"5. Develops civic pride—The interest in art has led to a desire to improve conditions in home and community.

"6. Correlation with other school studies—The drawing clarifies ideas and leads to better understanding of problems. Provides valuable activity and employment much needed in rural schools. Has brought neatness and beauty in written lessons.

"7. Home decoration—Should fit children for making more comfortable and beautiful homes in later years.

"8. Special abilities—Talent is being discovered that would otherwise lie dormant."

William O. Stevens speaking before the Progressive Education Association on "Arts & Crafts in the Cranbrook School" said, "I suppose one of the outstanding points about our work in arts and crafts, as compared with what you find in most private secondary schools is that we require so much work, so much time in that department. The opinion had been in the back of my head for a long time, that one of the outstanding defenses of American education was in relation to the appreciation of artistic values. We spend an enormous amount of money upon education, compared to other peoples, and our country is the ugliest in the world. We call our college graduates, 'Bachelors of Art,' and the arts are the last thing they know or care anything about. I suppose we should emphasize the word

'Bachelor' on the ground that they are not wedded to any of them.

"Fortunately, also, for my idea, Mr. Booth is himself a patron of the arts. He loves the handicrafts, and he has given us in the plant of Cranbrook School such a beautiful set of buildings, that attract so many visitors that I sometimes wonder whether I am the headmaster of a school, or the unpaid guide for an architectural exhibit. At least he has created for us a very beautiful setting, so that both those reasons, you might say, lie behind our courses in arts and crafts.

"Now, in some schools with which I am familiar, the arts and crafts were rather relegated to the lower grades, associated in a boy's mind always with cutting paper dolls, located in the basement or some corner of the attic. Mr. Booth gave us a beautiful wing to the academic building for the arts and crafts, although he was careful not to indicate any detail of what he desired in the curriculum. This building, surrounded by light and air, consists of two large studios on the upper floor, and two shops on the lower, one for metal and one for wood work.

"The course that we give means six required periods a week for the first two forms, and four for the third form, and at present two for the fourth form. That is all the classes we have at present. What we mean by giving so much to arts and crafts is that we believe, without regard to tradition, that something that leads to the appreciation of artistic values is of as much importance to the secondary school curriculum as algebra or general science or anything else, and we are trying to see if we cannot prove it.

"The work done in these rooms is a blend of all that we have. In the studios we have the free-hand drawing, the modeling, the linoleum block cutting and so forth, also an introduction to instrumental drawing; in the lower room we have the carpenter's bench, chest, and the ornamental metal work. The instrumental drawing is a sort of liaison between the studio and the shop. In the studio the design is made which is transferred to a working drawing, and then sent below and there the boy incorporates it in wood or metal.

"I cannot go into detail, but an important point that I want to emphasize is the value of that whole outlet to us in our extra curricular activities. Our plays have to have their sets and scenery and props designed and built. Our dances need a special scheme of design and decoration. All that the boys work out. Our school paper requires every two weeks a new cover which is cut out of a linoleum block and printed by hand. We do all our publishing right in the shop.

"The thing that has pleased me, too, in regard to the whole department is that the boys take so much interest in their work—not only in the shop where you would expect it but also in the studio—that you find them flocking in there weekends, free periods, working busily away at something they have started in class or on something they are doing outside. They attend to themselves; they need no supervision; they do it because they love it.

"In all this work we do not pretend to be prevocational, we do not pretend to be mechanical. The peculiar slant of our work is toward artistic appreciation. We do not thread bolts, we do not make files, we emphasize beauty of design, beauty of proportion, and their value in the world, and where it comes to the shop, thoroughgoing accuracy, exactness of work. We do not let our boys make oil paintings before they learn to draw, we leave that to the modernistic school of which you have seen some examples. The boys do what they can do and we tell them to do it well.

"Then, the success of any of this sort of thing is due to the teacher, and I want to pay especial tribute to the man whom I have there in charge; to him is due very largely the success of this entire experiment, which proved to be a little difficult at the beginning, because the boys come to us from an atmosphere of gear shifts and gasoline exclusively. Our work, I think, has been successful, we are proud of it, we love it."

As we read the reports of these two different situations which have so much in common we think of the time when we shall be wiser grown; when we shall learn how to tap the wellsprings of energy and

ambition thru activities which are immediately interesting and inspiring; when we shall so set the stage for the child's drama of life that the finer influences shall appear in the most attractive light and their true values stand out.

WORLD CONFERENCE TO MEET AT GENEVA

A CONFERENCE of the World Federation of Education Associations will be held at Geneva from July 25—August 4 next. More than five thousand participants are expected and the majority of the same will be from the United States.

In a folder pertaining to this forthcoming event the International Bureau of Education, 44. Rue des Maraîchers, Geneva, gives the following facts regarding this organization:

The World Federation of Education Associations is an educational organization of world-wide scope. It is spiritual but non-sectarian, civic but non-political. It joins the educational forces of the world through the leaders of all countries. It seeks not to standardize education in the 63 sovereign countries, but to find those elements of education which are universal and apply them to the good of all nations. It is a great cooperative movement for good, believing that as the children are taught, so the future will be.

At the close of the Great War, there was a universal desire to find some common ground upon which the nations could get together. The opinion was universal that some method must be found to drive out hate from the hearts of men and substitute the spirit of friendliness, goodwill and justice. The nations could not come together on political, economic or religious grounds. Where, then, could they meet?

The National Education Association of the United States believed that education was the one great constructive force which should be utilized to advance the status of civilization. This organization instructed its Committee on Foreign Relations to prepare a program for a world conference on education. This met with enthusiastic support from many countries, and the Conference was held in July 1923, in San Francisco. It was attended by about

When that day comes art and handcraft will not be taught chiefly in dingy basements and crowded attics nor as an elective to be permitted only after every other possible requirement is satisfied.

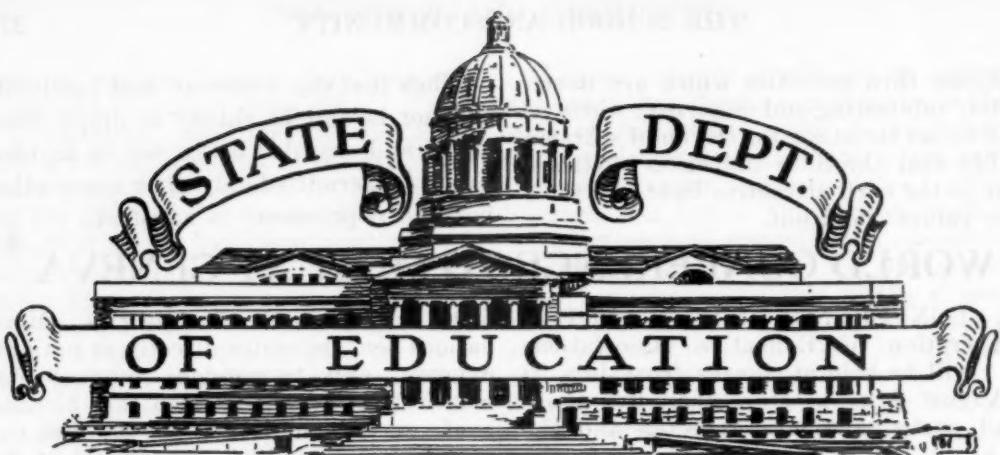
600 delegates from 60 countries. Many nations sent delegates directly at national expense, and tremendous interest was manifested. It was decided that biennial conferences should be held; the first met in Edinburgh in 1925, the second at Toronto in 1927, and the third will now take place in Geneva, as stated before.

The Program of the 1929 Conference is planned on a truly international scale, and educators of all countries will find it of great interest. Naturally the work of such a large conference will be divided into sections. Beside the section meetings for reports and discussion on different branches of education, there will be several plenary sessions in which speakers of world-wide renown will be invited to address the Conference on matters of international interest.

In addition, there will be practical exhibitions to illustrate the work of most of these Sections. Evenings will be given over to meetings with messages from different countries, the cinema and visual education, the Swiss National Fete and possibly a festival organized by M. Jaques-Dalcroze. Visits to the Secretariat of the League of Nations and the International Labor Office will be planned, and the close cooperation of these two bodies in the general program will be of great value to all members of the Conference.

Registrations for those wishing to attend the Conference must be in at the International Bureau of Education before June 1st. A committee on Billeting will cooperate with the hotels, pensions, private families and the City of Geneva to see that every one is housed in the most comfortable manner possible. Dormitories will be set up to take care of those who wish to attend with the least expense.

A detailed program and full information may be had by applying directly to the International Bureau of Education, 44. Rue des Maraîchers, Geneva, Switzerland.



RURAL SCHOOL SECTION

The material in the rural section for this month has been furnished through the courtesy of Miss Irene O'Brien, Rural School Supervisor, and county superintendents in Northwest Missouri.

A Demonstration School as a Supervisory Project

Fifty-two per cent of the rural schools of Holt County are First Class Schools as a result of the untiring efforts of County Superintendent Mrs. Mary Guilliams during the past six years. To obtain good buildings and equipment as a necessary background for good schools was Mrs. Guilliams' first objective. Having attained satisfactory standing in this regard she set her efforts toward improving the teaching in these schools. To this end she has established a demonstration school so the teachers may see, as well as hear about, better teaching. The plan has proved a helpful means of supervision.

Lincoln, a one room school, was chosen for demonstration purposes because of its accessibility. It is on State Highway No. 1, five miles north of Oregon. It has one of the best buildings in the county, and is exceptionally well equipped. The teacher one of the most important factors in such a school is Miss Opal Schnitker. She had taught in the school for two years and had shown herself progressive and capable of cooperation with all who were to be interested in this demonstration project.

Miss Irene O'Brien, district supervisor from the State Department of Education, has visited the school once each month to assist the county superintendent in directing the work of the school and to advise with the teachers [who visited the school].

School has been held on Saturday in-

stead of Monday so that on any Saturday other rural teachers might visit the school.

The proposed plans and suggestive program of the State Department concerning the teaching of reading have been carried out in this school. An outstanding feature of the reading program has been the conducting of all reading classes at the same time. Every pupil is engaged in reading from the opening exercises up to the writing period just before recess. To quote Mrs. Guilliams, "Miss Schnitker made no attempt to stage any spectacular demonstration for the teachers when Saturday came, but went right on with the regular work following very closely and carefully the daily program as given in the State Courses of Study for Elementary Schools and proving that this program is practicable and workable. I am sure the eyes of a number of the teachers were opened to some of the possibilities of this program, specially to the opportunities the "Friday" (day set apart for emphasizing remedial teaching) program presents to the thoughtful and earnest teacher."

The Stanford achievement tests were given to the pupils on September 15, and again early in January. Even in that short time gratifying results were shown.

Following are some of the helps teachers have reported they have obtained from visiting the school:

1. Time saving value of strictly observing the daily program outlined in the State Courses of Study.
2. The advantages of conducting more than one class at the same time.
3. Plans for the teaching of silent reading.
4. How to make a reading progress chart.
5. Plans for teaching arithmetic.
6. The use of poems in teaching silent reading.
7. The correct use of seat work.
8. Library classification according to Dewey Decimal System.
9. Ideas for teaching language.

10. An effective manner for conducting a handwashing drill.
11. The management, preparation and serving of hot lunch.

In spite of inclement weather and bad roads nearly all the teachers of Holt County have availed themselves of the opportunity of visiting this school several times. Teachers and county superintendents from other counties have also visited the school during the year.

GRADE SCHOOL CONTESTS ARE A FEATURE OF RURAL EDUCATION IN NORTHWEST MISSOURI.

Harrison County

County Superintendent, Alva Allen of Harrison in collaboration with Dick Wright, teacher of vocational agriculture in the Gilman City high school, has conducted a rural school improvement contest during the year which has met with remarkable success.

The rules for the contest and the points allowed are as follows:

1. This contest shall be open to all rural schools in the county.
2. A record of all points made should be kept by the teacher and recorded on a bulletin board in the school where all students may see their standing at all times.
3. Small prizes should be offered in the local school to increase interest. Prizes for schools making the greatest number of points will be offered in the county.
4. Points and how they are made:

THE SCHOOL

1. Each new book 20 points
2. Each bulletin secured 5 points
3. Set of reference books 200 points
4. New dictionary (small) 30 points
5. New dictionary (large) 100 points
6. Water fountain 50 points
7. Handwashing facilities other than basins 50 points
8. Maps 100 points
9. Globe 25 points
10. Flag 15 points
11. Reading charts or other usable charts 25 points
12. New desks each 10 points
13. Printing set 5 points
14. Approved heating and ventilating system 500 points
15. Talking machine 100 points
16. Pictures 20 points
17. Teachers desk 100 points
18. Teachers chair 25 points
19. Correction of lighting 300 points

20. Keeping floor oiled 50 points
21. Building coal shed 100 points
22. Each sanitary toilet built on school ground 100 points
23. Redecorating interior of school building approved colors 200 points
24. Painting outside of buildings 250 points
25. Placing desks properly 100 points
26. New slate or composition blackboard 100 points
27. For having neat name plate on the building 10 points

PUPIL ACTIVITIES AT SCHOOL

1. Each pupil that receives badge for accomplishment in penmanship 10 points
2. Each dollar spent on playground equipment 5 points
3. For organizing Junior Red Cross 25 points
4. For each dollar's worth of Christmas seals sold 5 points
5. Health projects carried out 50 points
6. Hand washing drill daily 100 points
7. Each original health or agriculture poster 5 points
8. Each club organized (sewing, pig, calf, etc.) 50 points
9. For each ornamental tree planted on school ground 15 points
10. For each ornamental shrub planted on school ground 10 points
11. For each flower bed maintained by students 20 points
12. For maintaining sodded lawn in front of school building 50 points
13. Keeping all reference books in cases 50 points
14. Each garment or dish towel, etc., made by girls 15 points
15. Each home convenience made by boys 15 points
16. For representing school in any contest 10 points
17. For winning for school in any contest 20 points
18. For each quarterly grade of S or above 10 points
19. For perfect attendance each month 10 points
20. Making a collection of corn products 25 points
21. Making a collection of wheat products 25 points
22. Making a collection of wood, giving names (50 or more varieties) 25 points
23. Each pupil that receives state reading circle certificate 25 points

PUPIL ACTIVITIES AT HOME

1. Each tooth brush owned and used daily 10 points
2. Each new book for home library 10 points
3. Each new bulletin for home library 5 points
4. For having a cow's milk tested (each) 5 points
5. For having a sample of soil tested 5 points
6. For each ear of corn tested in germinator $\frac{1}{2}$ point

- | | |
|---|-----------|
| 7. For each prize won at county fair on junior club work or other club projects | 50 points |
| 8. For exhibiting project at county fair | 20 points |
| 9. For each load of manure applied to the farm by pupil | 15 points |
| 10. For each ornamental or nut tree planted at home | 10 points |
| 11. For each hour devoted to farm chores, night and morning | 1 point |
| 12. For each ornamental shrub planted at home | 5 points |
| 13. For each dollar savings put in bank | 5 points |
| 14. For attending Sunday School or church | 2 points |
| 15. For each head of purebred stock owned by pupil | 20 points |
| 16. For each dollar's worth of grain or produce owned, produced and sold by pupil | 5 points |
| 17. Each book read at home not connected with school work .. | 10 points |

TEACHER ACTIVITIES

- | | |
|--|------------|
| 1. Attending summer school | 100 points |
| 2. 10 points for each hour's credit made by extension of short courses or correspondence | 10 points |
| 3. Organizing P. T. A. | 200 points |
| 4. Each professional book read .. | 25 points |
| 5. Each community meeting held at schoolhouse | 50 points |
| 6. Cataloguing the library (Dewey decimal system) | 50 points |

PARENT AND SCHOOL BOARD

ACTIVITIES.

- | | |
|---|------------------------|
| 1. Each one attending the directors meeting called by county superintendent | 20 points |
| 2. For each parent present at a community meeting | 2 points |
| 3. Each piece of usable furniture or equipment given to school .. | 10 points |
| 4. Visiting school during school hours $\frac{1}{2}$ day | 5 points |
| 5. Visiting school during school hours $\frac{1}{4}$ day | 2 $\frac{1}{2}$ points |
| 6. Each one attending rural school day held in spring | 2 points |

Gentry County.

The grade school contests in Gentry County where Miss Reta Mitchell is county superintendent have emphasized contests in art appreciation and public speaking. Other contests are spelling, arithmetic, posters and penmanship.

In this county a suitable picture is presented to each school having an average yearly attendance of 95%.

Mercer County

County Superintendent, Mrs. Allie Wilson, thirty-two teachers and the pupils of as many schools combined their efforts to make a recent Annual School Fair the most successful one in five years.

A crowd estimated at 1,000 people

viewed the exhibits prepared by pupils and representing their school work of the year.

Buchanan County is Interested in Junior Red Cross

Buchanan County is making some splendid progress along educational lines, especially in Junior Red Cross work, Spelling Contests, and Oratorical Contests.

In Buchanan County twenty-two schools are enrolled in the Junior Red Cross composing thirty-three organizations, and including nine hundred children. It is the plan of E. L. Birkhead, County Superintendent, to send out each month a Junior Red Cross Project correlating with the State Courses of Study in Nature Study and Health. This work is proving very interesting to the children and patrons.

The spelling contest is arranged in five divisions. Beautiful cups, medals, and books are given to first, second and third winners of each division. This contest is very popular with both pupils and teachers.

The Oratorical Contest is being tried out this year for the first time. A representative is selected in each high school to represent the school. These representatives meet in some place in the county and compete for first, second, and third honors.

These contests are all sponsored by the business men of St. Joseph and the Buchanan County Teachers' Association.

DeKalb County Teachers' Association.

A Spelling Contest, Educational Meetings, the spring Literary and Track Meet, and various other events are functions of DeKalb County Teachers' Association. This Association is composed of high school teachers, as well as both town grade and rural teachers. For two years the president has been a grade teacher. The rural teachers are enrolled 100 per cent. Eighty-five per cent of the town teachers are enrolled and it is expected that every teacher will enroll before the year closes, making the total enrollment of 100 per cent.

This year the Literary and Track Meet has been made a two day affair. The first day will be Literary Day. The Meet has been divided into three distinct divisions: High School, Town Grade, and Rural. The Town Grade and Rural have been subdivided into boys and girls divisions.

Each of these has been divided into Classes A, B, and C. Entries may be made in oration, declamation, music and voice. Exhibits in art, sewing, essays, and notebooks are entered. The Track Meet occurs the second day and is organized similarly to the Literary Meet. Track events are run in groups even as low as Class C. The same rules are used as govern the Northwest District Meet. Rural Graduation is held in the evening following the Track Meet. This year, Bert Cooper of the Northwest Missouri State Teachers College will deliver the address to the graduating class.

At the regular meeting of the Associa-

tion such educational questions as teaching methods, school legislation, etc. are discussed, and acted upon. Through its organization the Association took steps to enlighten the people concerning proposed School Legislation. Their interest led them to plan to defray the expenses of two delegates to Jefferson City in an effort to secure the passage of the measures.

Through an association of this nature the teachers come in closer contact with each other. Out of the many schools is being built a county organization as a single school unit.

John W. Edie, Maysville is County Superintendent of DeKalb County.

JEALOUSY AND SCHOOL DISCIPLINE

Garry Cleveland Myers
Head, Division Parent Education Cleve-
land College, Western Reserve
University

JEALOUSY is the feeling which we have toward another person who gets the approval or attention which we coveted or felt that we deserved.

Jealousy is a universal trait. Adults suffer on account of it. So do children. Suppose you speak enthusiastically about the achievement and success of a clergyman to another clergyman who considers himself to be in the same class, praise a missionary in the presence of another missionary, applaud a teacher in the presence of her colleague. Then observe the difficulty with which that other clergyman, that other missionary, that other teacher, joins in the applause. While each manifests a desperate effort to be a good sport, the suffering from jealousy betrays itself in the sufferer's face in such a subtle way that one cannot easily describe it. If the sufferer were to attempt to relate his feelings he also would have difficulty to do so. Nevertheless he could tell you that he has very definite feelings which affect his conduct and his happiness. Few, however, would be willing to confess such feelings, even though they have them. It should be added that, by effort anyone can reduce the intensity of such feelings as he trains himself to turn his attention

away from himself upon the achievements of his fellows and as he drills himself in expressing honest praise of their successes.

How some teachers, sitting in a teachers' meeting, suffer when they hear a colleague praised! A wise principal and superintendent is moderate, even with worthy praise, of individual teachers in the presence of their colleagues. A wise teacher is likewise moderate with praise of any particular pupil in the presence of his classmates.

It is difficult not to express appreciation of those pupils whose personality, behavior, and achievements are outstanding. It is the natural thing for teachers to assign responsibilities over and over again to certain children who have proved dependable. The child so called upon is much pleased and his parents are elated. But in almost every instance a child becomes unpopular with his fellows. As a rule, the more attention a child gets from the teacher, regardless of his deserving, the less his comrades care for him. Jealousy is, of course, a major cause of this attitude by children toward the "favored" pupil.

The teacher who constantly calls upon one or two children of her room to do things for her does so because she knows that what she sets the child to do will be done well. She is interested first in her own program. She loses sight of the child, his education, and the education of his classmates. She should be concerned primarily in developing responsibility in as many children as possible. She should distribute her assignments of extra duties and requests for them. She should select such activities that can be well performed by the child to whom they are assigned.

Dangers from jealousies demand that the teacher always keep in mind the wide individual differences among her children. For the pupil's happiness, for his moral guidance, as well as for his learning attitude, the teacher needs to strive to set the learner at what he can do well and to give him the kind of thing which will stimulate him to work up toward his limit of ability. An ideal program would let every child have as much opportunity to earn and win approval as every other child and where, therefore, praise would be distributed among the children of a class.

A curious bit of conduct by teachers reveals itself when children whom a teacher had last term, visit her at the beginning of this term. They, of course, express their old affections for her and she enjoys it. She does the human thing. She encourages them to come back and she welcomes their report of how they miss her. They will tell her how they wish they had her this year as their teacher instead of Miss B. These children even may criticize the new teacher before the old one who, by her happy silence, approves. Unawares the teacher lets her vanity misguide her. Instead, she ought to do her utmost to cultivate in those children an affection for their new teacher. She should pick out and play up her good traits; and when a pupil ventures to complain about the new teacher, the former teacher ought to prove to the child that she will not listen to such talk. She, furthermore, will direct the child to qualities of the new

teacher which are sure to make the child succeed.

It is not human for a teacher in the presence of her children to praise her colleague but for her to do so, is big and wonderful and sportsmanlike. The teacher who learns to speak courteously and kindly and even enthusiastically before her children, about another teacher in her building, is setting before her pupils an example full of power for good. In the upper grades where each child has several teachers, the human thing for each teacher is to assume, even to say before children, that every other subject than the one she teaches is of relatively small importance. But teachers who rise above their human frailties, set themselves to make their children feel that every subject which they study is worth while and that all other teachers have personalities and teaching qualities to be admired.

For a teacher to overcome her own jealousies and to avoid stimulating jealousies in her pupils is to make herself more comfortable. As any one well knows, the sufferings from jealousies are very intense. This suffering usually goes on without the sufferer's awareness of the cause. Feelings of jealousies are depressing; they make one introspective, over-sensitive, and exceedingly self-conscious. Personality fears grow out of jealousies. One cannot be very likeable while entertaining feelings of this sort. Discourtesies and unsportsmanlike conduct are likely to obtain. "The dirty digs" among adults practically all grow out of jealous feelings. These feelings stir up all sorts of meanness in us and make us destructive of another's personality and success.

A teacher who in the presence of her children lets herself suffer on account of jealousies is likely to betray her baser self in what she says and does. If her children care for her they are almost sure to imitate her. For our own character, personality, and happiness and for the character, personality, and happiness of our children let us build up habits of expressing genuine applause of the achievements of our fellows. Let us discipline ourselves in sportsmanship.

PEACE VALLEY CONSOLIDATED SCHOOL HAS NOVEL JOURNALISM PROJECT

SCHOOL ACTIVITY programs were being discussed in a meeting of the teachers of the Peace Valley Consolidated High School in Howell county. The young woman who was entering upon her duties as English teacher in this school suggested that a school paper would be a good thing. The superintendent also a young man, but with a year or two of experience in the Peace Valley school spoke encouragingly.

The result of this conversation between E. J. Shelton, superintendent, and Mrs. Donna Maize Tucker, English teacher is a unique and successful publication known by the romantic name "The Half Moon."

This publication has several unusual features among which are:

First, it is more than a school paper for it serves the whole community as the only local medium for news, advertising and general journalistic service.

Second, it is written, edited and mechanically produced by the pupils of the high school, and all this without the usual expensive equipment which for all but the wealthier centers makes such an enterprise impossible.

The printing is done on a rotary lettergraph which was purchased on credit at the time of the establishment of the paper. This "press" is in fact an inexpensive mimeograph. The typing is done on a wax stencil and on machines donated by Superintendent Shelton and Principal E. E. Street. Pupils having an aptitude for drawing furnish the pictures illustrating articles and advertisements. They are drawn on the stencil with a steel stylus. The holiday edition came out in three colors.

Financially the paper has been a success, having paid for its equipment and netted a considerable sum to the school.

Revenue has come through subscriptions and advertising.

Job work has not been overlooked. The "press" has served the community by printing handbills, announcements, programs and even farm sale bills.

The last edition of the school year is now in the process of being made. It will embody features of a class annual in addition to the regular journalistic items.

Mrs. Maize on whom has fallen the larger share of the responsibility of developing and maintaining this adventure in amateur journalism is a graduate of the Teachers College at Kirksville and has studied at Missouri University. When a senior in the school at Bethany she had experience as editor-in-chief of the high school paper. She is enthusiastic in her belief that school publications in which the maximum number of students participate are of the highest educative value. She says, "For English motivation they have no equal."



Supt. E. J. Shelton



Mrs. Donna Maize Tucker

METHODS OF TEACHING SPELLING

By C. A. PHILLIPS.

IN THE JANUARY issue of *The School and Community* we presented a general discussion on the Teaching of Spelling. It is our purpose here to describe at length, the more important features in problems relating directly to methods of teaching spelling. It may not be out of place to raise the question as to exactly what are the objectives to be realized in the teaching of this subject.

Major Objectives in Teaching Spelling.

The major objectives in the teaching of spelling are as follows:¹

1. To develop in pupils the ability to spell correctly words most commonly needed for written expression.
2. To automatize the spelling of those words most commonly used in every day life.
3. To develop the meanings and uses of words to be spelled.
 - a. By meanings and uses on the basis of the child's experiences.
 - b. By meanings and uses on the basis of the dictionary.
4. To develop the habit of correct pronunciation.
5. To develop a spelling conscience.
 - a. By maintaining a high ideal for correct spelling.
 - b. By experiencing annoyance at incorrectness.
 - c. By experiencing satisfaction at correctness.
6. To develop a technique for the study of spelling.

Current Practices in Method.

1. The *Laissez-faire*, or *Go as you Please*, method by which children are given lists of words and expected to learn them by any method or plan that they may choose.

2. The *Test-study* method by which preliminary tests are employed to determine, if possible, how many words in the lists have already been learned by the pupils.

3. The *Study-test* method, in which pupils are taught all of the words by a well planned technique before any testing is applied.

It seems to the writer that the whole question hinges on the educational psy-

chology involved in a specific type of learning, the end of which is specific habit formation. It may be stated another way, Which is the more economical method to set up correct habits when we know exactly what there is to be accomplished? Will skillfully directed learning accomplish this result more readily than undirected learning? Innumerable quotations can be cited from modern psychologists and others, which have some bearing on the issues. Obviously in this type of paper it would be out of place to repeat a large number of them, however a few may serve to make my point. A matter of first consideration is that of the prevention of any *wrong impressions or associations*.

On this point Suzzallo, in *The Teaching of Spelling*, said: "Today teaching in spelling aims to get rid of error by anticipating and preventing it through a watchful supervision of first impressions and associations."

Pearson, more than ten years ago, reported an experiment in the "*Teachers College Record*," Part II, which furnished conclusive evidence that directed study in the teaching of spelling is superior to undirected study.

Cooke and O'Shea, in "*The Child and His Speller*," said: "If the initial error in spelling can be avoided, much of the problem of acquiring correct spelling will be solved, and it is undoubtedly a mistake to permit a child to write a spelling lesson he has not prepared."

Beeby, in "*The Teaching of Spelling*," said: "The value of a strong first impression must not be overlooked."

Pryor and Pittman, in "*A Guide to the Teaching of Spelling*," said: "Teachers must be constantly on the alert to guard against mistakes in order that they may be prevented or corrected. The better the child succeeds in shutting out all disturbing factors the more quickly he learns."

In discussing the *Preventions and Corrections of Errors in Arithmetic*, Professor Garry C. Meyers, said: "A mistake is immeasurably serious. Once it is made we are never sure it will not be made again in just the same way."

Dr. B. R. Buckingham said: "The conscious attempt to prevent the first appear-

¹ Adapted from the Fourth Yearbook of the Department of Superintendents.

ance of any mistake is worth mentioning as a principle which is in full accordance with the psychology of habit. It is hard to form correct reactions if wrong ones have been set up."

These quotations, and others which might be added, certainly tend to make the point that care should be taken to prevent any wrong start in the matter of learning to spell. Therefore, in the writer's mind there are serious doubts concerning the practice of allowing children to learn by themselves in an undirected fashion, or testing them in any such way as to cause them to *guess* at the spelling of words. For four years, in connection with the University Elementary School, and certain other schools, the writer has been experimenting on the problems of method in the teaching of spelling.

Brief Reports of Experiments.

1. **Rural Schools.** Pettis County used the "Universal Speller," with its accompanying tablet. The teach-study method was employed and the tablet is so arranged that it will furnish a permanent record for the whole year's work. All of the tablets were collected from twenty rural schools. No selection was made of schools. Those were taken which were more readily available. The County Superintendent and the teachers had no information that a study was to be made of this work. In the rural schools of Missouri, children were classified as follows:

Seventh and eighth grades, A class

Fifth and sixth grades, B class

Third and fourth grades, C class

The following are the results from these classes:

A class, 97 pupils, spelled 800 words each, total 77,600; percentage of accuracy, 98 plus.

B class, 93 pupils, 640 words each, total 59,520; percentage of accuracy, 98 plus.

C class, 67 pupils, 480 words each, total 32,160; percentage of accuracy, 96 plus.

These pupils were not scientifically classified; and the presence of two grades in each class necessarily reduces the accuracy somewhat. The teachers were non-selected rural school teachers. Indeed everything was of such a nature as to make it typical of what can be accomplished under the lowest type of spelling conditions. All of the spellings from the twenty different schools are included in the data above.

2. **Rolla Summer School.** A classroom experiment with the test-study method and the teach-test method of teaching spelling was conducted last summer for eight weeks in the Elementary Practice School of the Rolla Summer Session, University of Missouri. The Practice School was in session for ten weeks. The first week of the term was spent organizing the experiment, classifying the pupils, and instructing the teachers. Every effort was used to keep constant all the factors which might influence the results of the experiment except the experimental factor, the methods of teaching. The experiment was conducted for eight weeks. During the last week of the term the supervisor of the Practice School checked carefully with the teachers the daily spelling records of the pupils.

Training and Experience of the Teachers. There were five teachers in all. The second grade teacher had taught two years in a rural school and had some fifty hours of college credit. The third grade teacher had taught fourteen years in a small town school and had sixty hours of college credit. The fourth grade teacher had taught eight years in rural schools, but had only twenty-two hours of college credit. The fifth grade teacher had taught five years in rural schools and had twenty-five hours of college credit. The sixth grade teacher had taught nine years in a small school system, and had completed sixty hours of college credit. She had some little experience in the teach-study method. None of the others had any experience in either method.

The pupils in the grades taught were not quite up to average as a number of them were coming to summer school because of needed remedial work. The teachers alternated the two methods with the same pupils, four weeks on each method.

Results. The table below indicates the results obtained.

Grade	Test-study Method	Teach-test Method
	Four-weeks Aver.	Four-weeks Aver.
2nd	81.5	87.0
3rd	95.0	98.75
4th	87.25	98.25
5th	92.25	98.0
6th	94.5	97.25

Conclusion. It is clear that the pupils made higher weekly spelling scores when taught by the teach-test method than when they were taught by the test-study method. Of course, there is nothing absolutely con-



Kansas City, Missouri
April 20, 1929

Mr. E. M. Carter, Secy
M. S. T. A.,
Columbia, Missouri.

Dear Sir:

On Sept. 17th, 1928, I was declared, by a specialist, to be totally disabled and was advised to take a complete rest for an indefinite period of time.

In checking over my insurance policies I found that the policy of The American National Life Insurance Company issued to me through the Missouri State Teachers Association contained a total disability clause. I was not aware of this before and was agreeably surprised because the cost of this insurance was only about one-fifth of the cost of that of other policies which I carried for the same amount of insurance on which I still pay the premiums because they contain no disability provisions.

In October The American National Life Insurance Company was informed of my condition on their form signed by myself and the attending physician. Without any further correspondence this company inquired, on Feb. 10th, as to how I wished the policy paid, and having been advised, their check for the full face of the policy was issued to me on April 1st.

I am glad, therefore, to commend this insurance to all other members of the M. S. T. A. and sincerely hope that all members will take advantage of the opportunities offered them. I feel that an insurance company which meets its obligations so promptly, as they have done in my case, deserves the patronage of each member, and certainly each member needs the protection of insurance. I commend the promptness of the company, for the time of payment was evidently optimal with the company, but they paid promptly at the end of six months.

Since the cost of this insurance is so low and contains disability provisions, it seems to me that you and the other educational leaders would be justified in bringing these advantages more forcefully to the attention of the teachers of the state since the insurance can be had without the inconvenience of a physical examination.

Sincerely yours,

Did you realize that the total permanent disability coverage in the M. S. T. Ass'n. Group Insurance is meeting such an important need?

NOTHING IS MORE

LIFE INSURANCE

Yet how many of our citizens continue to gamble everything on People who would not think of the safety and happiness of an individual's own dependents and loved ones and take such chances, by not against the uncertain.

NOTHING IS MORE

LIFE INSURANCE

In no way can an immediate by a small down payment keep And in no way can the average small payments as through the M. S. T. A. ASSOCIATION GROUP INSURANCE

THE AMERICAN NATIONAL

of GALVEIN,

ANNOUNCE

Starting June 1st, 1929, all applicants for group life insurance will be required to complete a health certificate and furnish evidence of insurability. This action is taken by the M. S. T. A. Association committee at its meeting during the month of May.

OR UNCERTAIN THAN LIFE

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MOE CERTAIN THAN E INSURANCE

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NSURANCE offered by

NATIONAL INSURANCE COMPANY
WALDEN, TEXAS.

NOTICEMENT

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THE SCHOOL AND COMMUNITY FACTS

Kansas City, Mo.
April 29, 1929

Mr. E. M. Carter, Sec'y
Missouri State Teachers Ass'n.,
Columbia, Mo.

Dear Sir:

It is impossible for me to adequately
express my appreciation of the \$5,000.00 check in
payment of my husband's, Mr. Solomon M. Perkins,
claim for total and permanent disability under the
group insurance issued to the Missouri State Teachers
Association.

The two years' premiums paid seem
insignificant in comparison with the benefits derived.
My conviction is that every teacher should avail him-
self of the privilege extended by the Association.
Actual experience has brought home to me the great value
of this group insurance, and I am glad to exert my
influence in encouraging teachers to act now.

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been as prompt as one could reasonably expect.

Very truly,
Mrs. S. M. Perkins

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E. M. CARTER, Sec'y M. S. T. A.
Columbia, Mo.

clusive about such an experiment as this because the number of teachers and pupils is not sufficiently large for absolute conclusions, yet the conditions of the experiment were such as to provide for accuracy of results.

3. University Elementary School. In the University Elementary School the following is the record for the semester ending June 1, 1928:

Grade 3, average 98, median 99
Grade 4, average 98, median 99
Grade 5, average 97, median 98
Grade 6, average 97, median 99

The classification in the school is not perfect.

Recent studies reported at the American Association of Teachers Colleges tended to show that Practice Schools and Experimental Schools did not afford superior learning conditions for the children. The writer does not claim that these three studies offer conclusive evidence to prove the superiority of the teach-study method over all others, but certainly the evidence is of such a nature as to indicate that very superior results may be obtained by this method. There are a few other questions effecting method which may be called to our attention as we conclude this discussion.

How valuable is it to call attention to the phonic elements in the teaching of spelling? There is practically no experimental evidence to warrant the conclusion that grouping words on the basis of some phonic scheme is of any value.

Sometime ago E. J. Gill reported a study in the "Journal of Experimental Pedagogy," which tended to show that the correlation of spelling with phonic elements in the teaching of reading was not a help to learning to spell the word.

It seems to me that a rather simple psychology would teach us that association of words on the basis of sound could have practically no value in the matter of learning to spell them. Inasmuch as we believe that spelling is a matter of *habit formation* and calls for *separate habits* for each word. Some spelling books still include a goodly number of rules and etymological studies.

A good while ago Turner reported, in the "Journal of Educational Psychology,"

that it is better to spend study time on the words than in drill on rules for the spelling of them.

Horn, in the Eighteenth Yearbook of the National Society for the Study of Education, in discussing this matter, said: "In the light of present evidence one seems to be justified in recommending that the teaching of rules be abandoned until more conclusive evidence is presented to show that the time spent in teaching them is as productive of efficiency as the same amount of time spent in teaching the words directly."

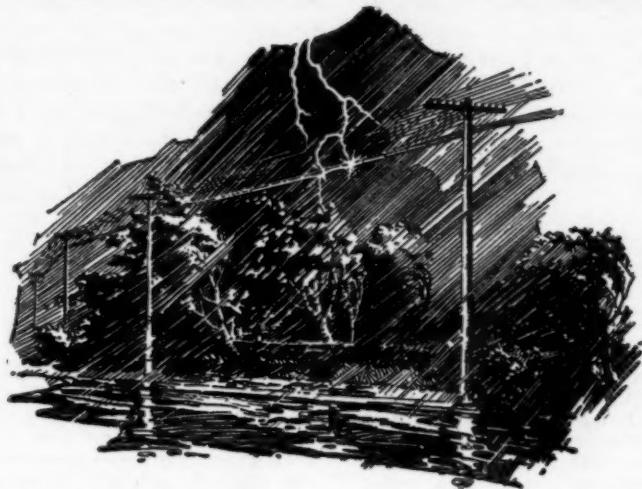
Cooke and O'Shea, in a study, found that it did not pay to spend time in the teaching of rules. Common experience has taught us long ago that children do not learn very many things directly by means of rules. Almost the whole of the teaching in elementary schools at the present time is of an inductive or development type, and not by means of rules.

How valuable are dictation exercises or the teaching of words in sentences, instead of by columns?

Hawley and Gallup reported a study in the "Journal of Educational Research," which indicates that the sentence method has no advantage over the ordinary word list.

Two recent studies by Paul McKee, reported in the "Journal of Educational Research," offer conclusive evidence against sentence and dictation methods. He says, "The conclusion to be drawn from the results of the three experiments is that context exercises, as used in this investigation, do not constitute a procedure in the teaching of spelling which is as efficient as the common column form. When, to the fact of their inferiority is added the amount of time and energy necessary for the construction and administration of these context forms in the classroom, they become not only inefficient, but also impracticable."

Are games and puzzles valuable devices for teaching spelling? It is difficult to apply any of the principles of modern Educational Psychology in such a way as to warrant us in concluding that any kind of a game or puzzle could be a valuable aid in learning to spell. In such a specific habit formation as learning to spell, the whole attention needs to be directed to the factors involved in the learning process. This



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could not be the case in a game or a puzzle because of the *distracting elements* in such devices. If there are special difficulties in a word these may be pointed out and made a distinct problem within the word, but other elements introduced cannot possibly add to the major elements in mastering the letter combinations which make up the word.

In conclusion it may be said that we have cited two types of evidence in favor of directed learning, one from educational psychology and the other from the three experiments. Possibly it is not enough evidence to make a final deduction, but it is of such a nature as to create a most positive presumption in favor of directed learning as over against undirected learning.

AS OTHERS SEE US

Lucile Walkup in *The North Carolina Teacher*

"O wad some pow'r the giftie gie us
To see oursels as others see us!"

I WONDER if there is a person, place, or thing about which opinion varies quite so widely as about that person we call a classroom teacher. I wonder if there are any two people who have the same conception of what a teacher should be and of what constitutes a good and a bad teacher. If we could play the part of a disinterested onlooker, it would be amusing to note the different attitudes toward teachers and the teaching profession.

The successful educator looks down from his position at the top of the profession and addresses a body of public school teachers thus: "You grade teachers are to be envied your opportunity. You lay the foundation upon which the entire structure of the child's education must be built. While the child is in your care, he is forming habits and attitudes which will determine his future development. Great is your opportunity, and correspondingly great is your responsibility. The right attitudes and habits will make for great possibilities, but the wrong guidance at this time may mar and ruin a great future."

What a responsibility! To charge the poor, harassed little teacher with the future success or failure of every little urchin that comes under her tutorage. Yet, what a privilege to have a part, however remote, in the probable success of some of the great men of tomorrow! How painstaking and careful the teacher should be to lay every stone correctly in that important foundation for future knowledge! Yes, lay every stone at just the right angle and place exactly the right amount of mortar between. May she realize the magnitude of her task and seek the assistance of the great Teacher!

The minister of the gospel sees another field of opportunity for the grade teacher. "If all the teachers in the public schools of America were consecrated Christians, the future of the church of tomorrow would be assured. The influence of a teacher on the lives of her pupils cannot be estimated. The wholesome influence brought to bear day by day, by association with a consecrated spirit, will accomplish more in those lives than all of my sermons for a year." Oh, teachers! So much is expected of us. How many of us measure up!

There are some who hold quite a different opinion of our opportunities and responsibilities. The mother who, desiring to delegate the care of her three-year-old son in order to do a greater amount of sewing that day, sends the child to school. What does she think of the teacher and her work?

"Mary, you can just take Johnny to school today. He will play around in the schoolroom and be a hindrance to none. I venture to say the kids will be glad to have him there to have a little fun. And tell the teacher she can sort of keep an eye on him when you are busy, and not let him get a-hold of anything that will hurt him. Take along Jim's mouth-harp; he likes to blow that; and give it to him when he gets to 'frettin.' I want to finish up all these things I've got started today."

Poor teacher! Hoping to inject a little bit of knowledge into thirty-six juvenile minds, in as many wiggling bodies, she has added to her duties the responsibilities of a nursery maid. Yet she must smile and be gracious, no matter how exasperated she may feel.

There is still another attitude entertained by some mothers that is not so complimentary to the teacher. "I told you once, Sara, you put that down and multiply it out right. Who ever heard of multiplying by 100 and dividing by 4 to multiply by 25?"

"But that is the way Miss Jones said do it. She said it was a short method."

"That's all right what she said. You do it like I say. They teach the craziest nonsense now that I ever heard of. I've taught school many a day more than she has, and I don't for the life of me see what's to become of the poor children, with the teacher they have to go to."

Poor child! Torn between two loves. Trying to be loyal to the beloved teacher, and yet striving to believe that "mamma knows best." Poor teacher! How handicapped to have to overcome every day this attitude in the child's mind planted there by the mother. Will the teacher always be able to prove that her way is correct and best? The gods give her tact!

Other mothers do not trust the teacher's ability to make the lesson assignment. Mrs. Brown calls on the teacher after school. "Will you please tell me: Can Bernice read so much

better than my Lucy that you give her such monstrous lessons? Three whole pages! Why, I can't get Lucy learnt the words on one page."

Frances comes to school with half her problems solved. Her excuse is: "Mamma said I needn't work any more, 'cause that was enough for one lesson, anyhow, and you could give us the rest of them for tomorrow." Perhaps individual assignments will be the solution in some of these cases. However, it seems to me that the educators must rend their clothes and cry with a loud voice, "Shall we ever educate the parents to be above home interference?"

Still it seems to be the consensus of opinion that the teacher has the easiest job on the market. The shopgirl laments, "Oh, if I were a school teacher, I would never have to work on Saturday." A bookkeeper remarks,

"Tis a pity all of us could not work on a six-hour-day, five-day-week schedule." The house-keeper says, "It sure would be nice to have all that money coming in at the end of the month, especially since she has done nothing to earn it except sit over there and listen to the young-uns say their lessons." Even some pupils entertain this erroneous idea. One day a teacher was talking to her pupils about buying their supplementary readers, and made the harmless statement that she could not afford to buy books for the class. A little fellow in the back of the room piped up, "You ought to; you get lots of money for doing nothing." Blame the child? No, he was merely voicing the sentiment he had heard expressed at home.

Is teaching a cinch? We challenge all who think so. "Just try it!"

"PEGASUS IN HIGH SCHOOL"

LOUIS UNTERMEYER writing in the American Mercury for May under the above caption makes a confession and some observations that are interesting, not alone for their content but chiefly because of their incongruous setting in the "Mercury."

This is his confession: "For years I had heard that the American high school was the arch-foe of everything modern—especially modern poetry. I was informed, and I believed, that

the tenth grade teacher constituted himself a defender of the Union League of American bards, beginning with Bryant and ending with Whittier, that he had sworn opposition to all new names or new ideas, that his one aim as a patriotic pedagogue was to preserve the literary status quo.

"The tradition," he asserts, "still persists," which shows that he is a faithful disciple of the "Mercury" and a studious reader of its

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pages. He further confesses that two cross country tours of investigation and a questionnaire have riddled the tradition completely. The fact that Mencken and Nathan would let a statement of this character creep into their magazine is in reality more amazing than the article itself. A compliment to an American institution such as the public school appearing in this medium of mud and misanthropy constitutes an incongruity of the most striking character. It makes one wonder if these editors are not getting old and careless; surely not liberal!

It seems that Mr. Untermeyer is planning to compile a "comparative anthology of poetry" (no one could do it so well as he) and, in the spirit of the modern writer of books for consumption by the public schools, sets out to determine what the market will stand. He makes a tour of investigation, two in fact, and also perpetrates a questionnaire. This document contained a long list of poets from Aldrich to Yeats containing such a variety as the "esoteric Edith Sitwell," the "juvenile Nathalia Crane" and the "homespun Edgar A. Guest." The teachers were asked to check those they wished included and to put a cross against those who should be omitted, and to leave a blank wherever they were unfamiliar with the author.

The results to Mr. Untermeyer were surprising. He says, "It was quickly seen that those household gods, the New England poets,

were no longer the Lares and Penates of the class-room. . . . The word 'modern' was no longer a synonym for indecent exposure, subversive ideas, sound and fury signifying Bolshewism."

The six representative poets of the two centuries, the nineteenth and the twentieth were according to these teachers of English and Literature Tennyson, Whitman, Browning, Longfellow, Stevenson, Dickinson for the 19th century, and for the twentieth Frost, Kipling, Masefield, Edna St. Vincent Millay, de la Mare and Reese. And wonder of wonders, "Our Eddie Guest did not receive a single vote from those whose sacred duty it is uplift American youth."

He concludes, "it is indisputable (1) that the educational background is changing, (2) that literature is beginning to be taught as a living thing rather than as a problem in parsing, (3) that an approach to poetry is being made through the use of contemporary reflections of life rather than through the forbidding thrust of 'classics.' The Golden Day in American education may not yet have dawned, but the teachers of Hannibal (Mo.) and Bloomington (Ill.) are no longer living in the dark ages." Think of such a statement being seriously set up in the Mercury!

Going to Columbia this Summer?
See Page 308.

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The New Citizenship and the Teacher

William G. Carr

Assistant Director, Research Division
National Education Association

MODERN LIFE demands that the schools produce a new type of citizenship. The need of today is for men and women with a vision which includes all the world and sympathies which do not halt at international boundary lines. Teachers are already organizing to achieve this new objective of education. They realize that every child trained to respect world rights, to perform world duties, to be tolerant, sympathetic, peaceable, and co-operative is a potential citizen of the highest value to his own country as well as to humanity.

A study of the function of the individual classroom teacher in this enterprise is appropriate and necessary; for no matter where, how, or by whom educational reforms are started they must fail of effect if they do not reach the classroom. The teachers' part in education for world citizenship will be based on modifications in teaching practise and philosophy. The latter is, as always, by far the more important.

Fortunately the program of education for world citizenship calls for few sweeping changes in our curriculum. We need not add at all to our crowded program of studies. History, geography, civics, foreign languages, and English offer abundant opportunities to build world citizenship.

The topics studied in history can be evaluated and emphasized in proportion to their importance in shaping our civilization. The contributions of each race and nation to our life and culture can be made clear. This will mean, in some cases, greatly decreased attention to military events and a correspondingly increased emphasis on social, industrial, and artistic development. The heroes of peace will receive their praise. The history of arbitration and the part played by the United States in this history will be studied.

Geography contributes to world citizenship by giving a picture of the earth as the home of man and by showing how all nations are interrelated and interdependent. In connection with this subject, the international issues of political geography will be frankly and calmly discussed.

Civics is incomplete today without adequate discussion of world relationships, world rights, and world duties. In connection with civics we now have abundant opportunity to celebrate the achievements of our country on the various national festivals. Why not a similar celebration of international achievements? This is already done in many schools on the day officially designated as world Goodwill Day, May 18.

Foreign languages can be taught in such a way as to increase international friendship. International correspondence and the study of foreign customs are methods to this end.

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Through guided reading, debates, declamations, and compositions, the study of English and literature may contribute toward developing world citizenship.

The limits of a short article do not permit anything approaching an adequate discussion of the methods by which these objectives may be accomplished. Instead there is given a descriptive list of a few references to which teachers may turn for help. These may be secured from the local teachers' library, obtained through the reading circle, or purchased from the publishers.

Several recent courses of study devote much attention to world citizenship. Among the most important are: Harold Rugg, Earle Rugg, and Emma Scheweppe, *How nations live together* (Social Science Pamphlets, Vol. III, No. 4; Lincoln School of Teachers College, Columbia University, New York); Maryland State Department of Education, *The teaching of citizenship in the elementary school* (State Department of Education, Baltimore, 1926); Evaline Dowling, editor, *World friendship* (Los Angeles Board of Education, School Publication No. 145); and Ella L. Cabot and others, *A course in citizenship and patriotism* (Houghton-Mifflin Co., Boston, 1918). In addition to the general references, teachers of English and geography will find the following pamphlet helpful: Clara W. Hunt, *International friendship through children's books* (League of Nations Non-Partisan Association, New York). Special help for school celebrations of Peace Day, May 18, may be found in Bulletin 8, 1912 of the United States Bureau of Education. The title is *Peace Day, Suggestions and material for its observance* (Government Printing Office, Washington, D. C.)

Among the attractive textbooks and supplementary readers for children may be mentioned: Lucile Gulliver, *The friendship of nations* (Ginn and Co., Boston, 1912); Florence B. Boeckel, *Books of Goodwill. I, Through the gateway; II, Across borderlines* (National Council for the Prevention of War, Washington, D. C., 1926); and Pittman B. Potter and Roscoe L. West, *International civics. The community of nations* (Macmillan Co., New York, 1927).

A summary of the educational movement towards world citizenship is provided for teachers in William G. Carr's *Education for world citizenship* (Stanford Press, Stanford University, 1928). This is a textbook of principles and methods and is intended for class and reading-circle use.

Given the material and methods contained in the above books, there remains one more thing to be done. That is the incorporation of the world citizenship objective in the working philosophy of every teacher. When thousands of teachers become convinced of the importance of world citizenship and realize that its attainment depends primarily on the schools, nothing under the sun can prevent the achievement of their aim. They will express this philosophy in their everyday ac-



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tions and speech. It will vitalize and humanize every lesson they teach. How is this conviction to be secured?

First, we need to rid ourselves of national prejudices. How can we teach children to consider deliberately, choose carefully, and act sincerely if we ourselves are the slaves of catchwords, propaganda, dogma, and superstition? We must be open-minded.

Second, teachers need to acquire an international outlook. It is not enough today to be open-minded; we must be broad-minded as well. The cold and mechanical regularity of a purely rational mind is a fine thing to possess. Much finer is a warm and human sympathy with all people which adds enthusiasm to conviction, and to reason, faith.

Third, we need to know the facts about international relations and about modern warfare. A broad and open mind is of no use if it contains little information. The tradition of the classroom has since medieval times been a tradition of remoteness from everyday affairs. It is time for that tradition to be discarded. The professionally-minded teacher will keep step in the march of international events and know whither bound is the profession.

Finally, teachers will take a positive attitude towards peace. They will not think of peace as the period of inactivity between wars, nor will they blindly assume that fighting is the natural and instinctive method of conducting human affairs. Especially they will not

confuse world citizenship with peace. World citizenship demands international peace as one of its conditions but it goes further than mere passive inaction into a program of friendly, constructive international cooperation. Peace is desirable not only for its own sake but is desirable also, and chiefly, because the most rapid progress of humanity can be made only in a peaceful era.

This is an ambitious program and many difficulties stand in the way of its accomplishment. We should make no effort to minimize these difficulties but should frankly recognize them. The teachers' lack of influence outside the classroom, the opposing forces of prejudice and selfishness, the traditional remoteness of the classroom are real but surmountable difficulties. The recognition of the obstacle will be the first step and a long step towards its removal. Patience must be the watchword. The goal is not to be achieved in a day, nor in a year. This is true of every worthwhile objective. There are bound to be temporary hindrances to progress which will be conquered by steady and united effort.

In Summary, the growing interdependence of the world teaches the schools a new duty. Tomorrow's citizens must be taught to see, more clearly than their fathers before them, that friendship and cooperation are a more effective defense than cannons and fortresses. This is the challenge offered today to every teacher. Shall we evade it, or accept?

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The Ozark Consolidated School District, in Christian County, has been in existence for three years. It is composed of the town of Ozark plus surrounding territory which formerly comprised nine rural districts. All pupils who do not live within convenient walking distance of the school building are transported to

and from school in busses. At the present time, three hundred twelve of the six hundred pupils enrolled in the school are being transported.

No rural schools are now maintained within the district. The nine rural buildings which were formerly used have all been sold—some at auction, others thru private transaction. They have been converted into churches, remodeled for residents, or have been torn down and the lumber used to construct other buildings. All equipment and supplies which could not be conveniently used in the central building were sold.

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Nine busses are used to bring the pupils to school. Seven are Chevrolets, two Internationals. The average number of pupils transported by each bus is thirty-five. The smallest load in twenty-eight and the largest forty. One bus transports fifty, but makes two trips. The only equipment other than seats is a thermometer, clock, schedule card, and, during cold weather, a small oil stove, or exhaust heater. They are well ventilated. All but two of the bus bodies were made by a local mechanic, who has since made bodies for several other districts.

The district has had no difficulty in securing dependable and efficient drivers. The contract for each route is usually given to a man chosen by the school board in much the same manner that the teachers are selected. The school board at first tried the plan of accepting the lowest bid for each route, but found it to be unsatisfactory. Each driver is under a two thousand dollar bond for the faithful performance of his duties. The bond is signed by the driver and two competent persons. Substitute drivers must be acceptable to the school board. Five of the drivers live in town, four on their routes. The salaries range from eighty to one-hundred ten dollars per month, depending upon the length of the route and the condition of the road traveled. Total salaries of the drivers this year amount to \$7731.00. The drivers are paid monthly. The busses are purchased and main-

tained by the drivers. The only expense of transportation to the district, therefore, is the salaries paid. The approximate amount of time required of the drivers daily is three one-half to four hours. This includes not only the time spent on the route, but all work on the car. The drivers are reemployed annually as long as their services are satisfactory. Thus far no driver has been dismissed except at his own request. The matter of discipline on each bus is left to the judgment of the driver himself. In cases of special difficulty, the offender is sent to the school principal or superintendent. The problem of maintaining good discipline on the busses has thus far been practically nonexistent.

The contract of the drivers is somewhat flexible. The chief clauses relate to the schedule, salary, time of arrival and departure, discipline, speed of travel and other safety requirements, equipment, and the general appearance of the bus. Within two weeks after the beginning of school, each driver must have a definite schedule arranged and must follow it as closely as reasonably possible. If additional mileage is given any driver, his salary in the past has usually been increased accordingly. Next year, however, the school board plans to insert a clause which permits them to increase the length of any route when necessary without increasing the salary paid. A reasonable limit, of course,

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* * * *

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will be placed upon the distance which may be added. All busses are due at school at 8:40 each morning and leave at 3:40 in the afternoon. Schedules are to be so arranged as not to vary from this time appreciably. The drivers are limited to a speed of 25 miles per hour. Bus doors are to be kept closed while the bus is in motion. The busses are to be kept painted and reasonably attractive in appearance. Other clauses such as equipment and discipline have been mentioned previously.

A district which transports its children to a central school plant has some advantages over a district which maintains its rural schools. One advantage in this district (it probably exists in others which transport) is the amount of time spent by the average pupil enroute to and from school. Forty-two per cent of those who come to school on the busses are at home by 4 p. m. daily; eighty-five per cent are at home by 4:30; fifteen per cent reach home later than 4:30. Fifty per cent of the pupils leave home after 8 a. m.; 86 per cent after 7:30; 14 per cent before 7:30. Practically all are at school by 8:40. The amount of tardiness is therefore, negligible.

Another advantage, especially in bad weather, is the distance the average pupil walks daily. At present, forty-nine per cent of the pupils wait at home until the bus comes by the house. Their situation is similar to that of a fourth-grade girl here who was asked recently how far she has to walk each morning to meet the bus and how long she usually has to wait for it.

"We just wait till we hear the dogs bark," she replied, "Then we go out to the front gate and climb on the bus." Ninety-three per cent of the pupils walk less than a mile. Before consolidation and transportation became effective, five per cent of the pupils lived adjacent to the rural school buildings; fifty-one per cent walked a mile or more; thirty-three per cent walked more than two miles to school.

A third advantage is in the number attending school. In one district where the average daily attendance was seven the year previous to consolidation, the number coming from the same territory now is thirty-two. Attendance from another district is forty now; eight the year previous to transportation. There seems to have been an increase in attendance from each district. The population has been practically stationary. Transportation, therefore, seems here to have a tendency towards increasing attendance.

There are other advantages. In the central school, there is one teacher for each elementary grade; instead of one for all the elementary grades in the rural schools. Additional courses, such as music, home economics, vocational agriculture are available in high school. Any high school work given by the rural districts without consolidation could hardly have included such courses. Consolidation and transportation is the only means by which a large number of those living out of town would be enabled to attend high school at all. At present, they can attend as economically and almost as conven-

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iently as those living in town. The central school is probably better equipped as to textbooks and other educational supplies. The quality of instruction is possibly a little superior to what it would be were the rural schools maintained, because of the requirements as to preparation and experience. Another very important advantage will probably be more evident a few years hence than now. A recent remark by Mr. Charles F. Boyd, county superintendent here, may serve to make clear the idea. "Our family often goes for a drive on Sunday afternoon," he remarked. "I have noticed that six or seven miles out of town where I don't know many of the people, my children will wave or call a greeting to school mates at nearly every house we pass." The value of the common interests and friendships formed by children within a community of a seven or eight mile radius will probably be a very appreciable economic and social advantage within a few years to the territory involved. An additional advantage which should probably be mentioned is the increased amount of state aid made available by the larger attendance which is effected by transportation.

Transportation has its disadvantages. In the matter of extra-curricular activities in the school, there is considerable inconvenience. Glee-Clubs, band, orchestra, and school clubs—must all meet during school hours, in order that those who go home on the busses may take part. The same is true of practicing for plays and other school entertainments. It is possible

that in some cases transportation deprives a rural district of its logical community center without providing one equally as effective. Occasionally, some pupil is left by the bus, causing the parents or some one else the inconvenience of getting him to school. During unusually bad weather, a bus may be late. Late arrival of the busses or leaving children by mistake, seldom occur. Another possible disadvantage is the matter of comparative expense. An accurate estimate, however, might place this in the list of advantages. When one considers the salaries which would be paid nine rural teachers and such other expenses as insurance, educational supplies, permanent equipment, fuel, depreciation of nine buildings, and administrative expenses of nine separate school units, it is evident that the increased cost in districts which have transportation, if existent at all, is very small.

A proper evaluation of the worth of transporting pupils involves a comparison of advantages and disadvantages. Of those listed above it is probable that the advantages have the better of the comparison. The functioning of the system here within the last three years seems to have convinced those affected of its value. Sentiment in this particular district is apparently almost unanimous in favor of both consolidation and transportation.

Going to Columbia this Summer?

See Page 308.

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How P. T. A. Aids in Education.

By Miss Mayme Winston, Principal and Primary Instructor, Jefferson School,
Nevada, Missouri.

OF ALL the obligations which mankind is called upon to fulfill, being a parent is by far the most important, with that of the teacher next. It behoves all of us then, to think seriously and to act cautiously lest we spoil in the work shops, which we call the home and school much valuable human material. Knowing this to be a fact, the next thing for us to find out is what is Education? Education according to Webster, is the systematic training of the mental or moral powers, or in other words it is the knowledge and ability gained through a systematic course of training. Again the Rev. J. R. Mackay, a Presbyterian of Glen Falls, N. Y. says: "Education is not a certain amount of raw knowledge which one has been able to stow away, no never, for there are many people chuck full of facts, who, in a moment's conversation show they are without an education, for true education is the awakening of the mind to see and enjoy." It is giving it wings by which to mount higher, see more clearly and to enjoy more fully. While culture is the

graceful way in which you place all these at the service of others—in other words education is life in its fullest and best sense and not just getting ready to live after while, but living right now. The grand old Milton once said, "I call a complete and generous education that which fits a man to perform justly, skillfully and magnanimously all the offices, both private and public of peace and of war." Behavior or conduct then, is the true test of education. To be able to assure good behavior in the lives of the children of America would repay any and all sacrifices and all devotion of both parents and teachers. The parents and teachers have behavior as their aim in their work with the child.

Parents are the child's first teachers. Their unconscious tuition far exceeds the implicit instruction which they give. The child invariably sees life through the eyes of his parents. The loves, the interests, the habits, the manners and the tastes of the child will be largely formed before he ever enters school.

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All unconsciously the tuition of the home has laid the foundation for the work of the school. Parents must realize however, that the book will always and forever be interpreted by the experience which the child brings to school.

There must, however, be co-operation. Co-operation of the home and school in presenting ideals, thereby, affording wholesome pathetic guidance. Education in behavior assuredly begins and all but ends in the home; practice in work and play, and providing sym-

that essential behavior which is the adjustment to environment. Repetition then is essential to habit and the school must practice all the principles and must use all the factors of this training in behavior exactly as they are practiced and used in the home. A beautiful behavior is the finest of fine arts, so says Emerson. The philosophy of education is the same in the home and the school only the environment differs. Knowing then, the path which youth must tread and having a common interest in the children who are being taught, the home and the school must together interpret the marvelous experience known as education. Taking hold of hands then we shall learn as we go, for without this working together the problem of education can not be solved, for all are needed by each one and nothing is fair or good alone.

Our good Mrs. Theodore W. Burney fully realized this, when she conceived the P-T. A. idea which was organized February 17th, 1897. A little help from a parent regarding traits of a child's character, or method of dealing with certain situations, or the mere knowledge of what kind of nature may be the child's heritage, are of immense value to the teacher. But even just a friendly hand shake, a word of praise or a bit of needed criticism, a confidential chat about our biggest problems and yours, these are the greatest benefits of the P-T. A. to the teacher who really has uppermost in her mind the good of the child. I really think that the true purpose and aim of the Parent-Teacher Association which was founded by Mrs. Burney some 32 years ago was not to raise children easier, but to train them better; not to make money, but to make lives; not to criticize the home, but to raise its standard; not to ignore poor schools, but to make good ones; not to run and boss the schools, but to cooperate with them; not to find fault, but to find facts; not to make every child a prodigy, but to give each child a fair chance. To develop a better understanding of the needs of children. To study the conditions which are a menace to children. To learn to study and work together for better conditions. To pool their successes and failures in dealing with the children. To make themselves fit for children to live with.

Glenn Frank may have been thinking of Parent-Teacher workers when he uttered these words, "The greatest problem of our generation is to bring knowledge into contact with life and to make it socially effective." For the men and women who can help us do this certainly will be the engineers of a new renaissance. To know that the P-T. A. work is growing more and more each year and that the effectual organization of this day in the P-T. A. is that which combines the viewpoint of both men and women and that the most favorable sign of the permanence of Parent-Teacher work, is the increasing interest of the men, as evidenced by their growing attendance at the P-T. A. Conventions and conferences held.

The L. S. C. S. Honor Club in Webb City High School

By Ella F. Helm.

The L. S. C. S. (Leadership, Scholarship, Character, and Service) Honor Club was introduced into the Webb City High School this year. The school-year is divided into four quarters, each quarter is made up of nine weeks. A score-card is issued for each student for the entire school year. The student's estimates are placed on the score card for each quarter. In this way, the score card acts as a mirror revealing the true standard of each student.

These score cards will be preserved as a permanent record of the students of the High School.

Three teachers are appointed to keep the records. One teacher keeps the merits, another the demerits, and the third serves as an inspector of the records. Her duty is to prevent the repetition of acts which retard the progress of the students. She does this work by personal interviews with the students, visits to the homes, and a careful study of the attitude and aptitude of the individual.

The following plan is used, not perfect, but a move toward a more symmetrical development of the physical, mental and moral powers of each girl and boy.

L. S. C. S. Honor Roll.

The purpose is as follows:

1. To promote leadership.
2. To create enthusiasm for Scholarship.
3. To develop character.
4. To stimulate a desire to render service.

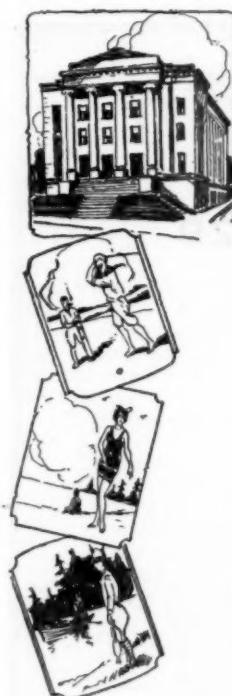
Honor points will be given for efficient work in all lines of school activities, and for any community service.

A total of nine hundred points will be required at the end of the quarter to place a student's name on the Honor Roll.

Each quarter, the Honor Roll will be posted on the bulletin board, and published in our papers.

Three faculty members shall act as a committee to examine the merits, and to determine the general rank of each student, and to transfer data to record cards each quarter.

The L. S. C. S. Honor Roll is a step toward membership in National High School Honor Society for which we are preparing to enter on the basis of scholarship, character, leadership and service.



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	Hi-Y 100		9. I+ " -50
	Gurl Reserve 100		10. I " -100
	Literary Society (per quarter) 50		11. I- " -150
	Student Council 100		12. F " -200
	Senior Class 100		
	Junior Class 100		
	Sophomore Class 100		
	Freshman Class 100		
	Home Room Officers 100		
2.	Vice-Presidents 25		
3.	Secretaries 50		
4.	Treasurers 50		
5.	Captains of Athletic Teams (While in Service)		
	Football 100		
	Basketball 100		
	Track or Tennis 100		
	Yell leader 100		
	Letter-men 100		
6.	State Letter 300		
II.	Scholarship		
1.	E Average 600	E	1350 E 200
2.	E— " 570	E—	1250 E— 150
3.	S+ " 530	S+	1200 S+ 100
4.	S " 480	S	1150 S 50
5.	S— " 420	S—	1100 S— 0
6.	M+ " 350	M+	1050 M+ -50
7.	M " 250	M	1000 M —100
		M—	950 M— -150
		I+	900 I+ -200
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IV. Service

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Student Council	100
6. Annual Staff	
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Hi-Y	Athletics
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Girl Reserve **Class Play**
Student Council **Glee Club**
Annual **Home Economics**
Any student shall be permitted to belong
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a literary society.

* Any student shall be permitted to belong to two minor activities, one of which shall be a home room.

In no organization can a student hold the same office more than once. (Exception: Annual Staff).

The sponsors are kindly requested to see that each student has an equal opportunity to render service in the organization of which he is a member.

Maximum Demerits

Abusing privileges in Study Hall	100
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Unsportsmanlike conduct at games	100
Abusing privileges in hall	100
Chewing Gum at school	100
Cheating in Tests	200
Impoliteness	100
Throwing paper on floor	100
Stealing	500
Failure to receive criticism in the right way	50
Unbecoming conduct in assembly	100
Swearing on school grounds	100
Snapping fingers in class	50
Speaking out in class	50
Failure to perform an assigned duty	100
Putting paper in desks	50
Whistling in building	100
Defacing public property	200
Failure in carrying out the policy of the school	100
Cutting across campus	100
Loafing	100
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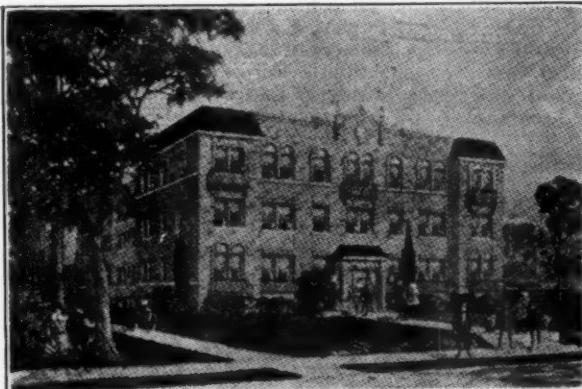
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ITEMS OF INTEREST

SUPERINTENDENTS OF ST. LOUIS COUNTY HONOR ERNEST F. BUSH

ON THE EVENING of April 23rd, at the Roosevelt Hotel in St. Louis, the superintendents of the schools in St. Louis county, with their wives, gathered at a banquet table to do honor to one of their number who had completed his twenty-fifth year of continuous service as the superintendent of one of the schools of the county.



Ernest F. Bush

The recipient of this honor was Ernest F. Bush of Wellston, brother to J. T. Bush of Fulton, who, by the way is not far from having attained the same distinction in point of continuous service.

The dinner was presided over by Superintendent John L. Bracken of Clayton and the program consisted of speeches of felicitation and reminiscent recounts of experiences in which Superintendent Bush had figured. The honor guest summarized the changes he had witnessed during his superintendency at Wellston.

He said that within these years he had seen universities, normal schools, secondary schools and elementary schools undergo great changes; that enrollments had trebled, assessments had quadrupled, standards of scholarship and teacher qualification had been raised, salaries had been increased and school terms had been lengthened. Continuing he said: "I have

A R I S T O T L E and C H A L K - D U S T

"You never know a thing until you rethink it in *your own terms*"

... ARISTOTLE

"Chalk-dust can only prepare the way"

... A TEACHER

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seen universities in Missouri organize three schools of education; the state and the City of St. Louis organize seven teachers colleges. I have seen the number of secondary schools in the State increase from less than a hundred to more than a thousand. In my time the University of Missouri has had three presidents in service, and Washington University five chancellors; St. Louis County has had three county superintendents; in the city superintendencies of the County I have seen five men in service in Kirkwood, five in Webster Groves, three in Maplewood, three in Clayton, four in University City, two in Normandy and two or more each in Ritenour, Hancock, Jennings and Eureka and one in Ferguson and one in Wellston. When I came to the County there were about two hundred and fifty teachers employed therein, now there are more than one thousand. There were then two high schools in the county. One in Kirkwood and one in Ferguson."

Superintendent Bush said that "sticking to it" might be accounted the principal of the program of which the banquet at the Roosevelt Hotel was the sequence. Early in life he adopted the slogan "drive a stake and stand by it." Looking into the future twenty-five years ago he saw in the possibilities of Wellston not only a livelihood but an opportunity to serve the community in the building of good character which Mr. Bush says is the ultimate aim of public education. He has lived to see children of his district grow into men and women fit and qualified to fill positions of responsibility and trust. Men and women in all walks of life say to him "You helped me get started right." This to Mr. Bush is recompense and joy.

In closing Mr. Bush said "We rejoice and we are glad because of the presence of this pleasant company; we rejoice and we are glad because of your friendship and your esteem; we rejoice and we are glad because of the privilege of being associated with you in worthy endeavor."

In appreciation of Mr. Bush's long service the superintendents presented Mrs. Bush with a handsome bouquet and gave to Mr. Bush a Morocco bill fold as a reminder of their esteem.

Two years ago this same group held a similar banquet in honor of Superintendent W. W. Griffith who had then finished a quarter century of service to the Ferguson schools. The superintendents of St. Louis County have thus inaugurated a commendable custom. Twenty-five years of service is not only a compliment of the highest order to the superintendent or teacher who has thus appreciated his or her opportunity for continuous service in a community; it is also eloquent of the fact that these communities have had boards of education and a public who are far sighted enough to recognize the fact that a good administrator or a good teacher increases in value to the community as their services are continued in that community.

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Going to Columbia this Summer?

See Page 308.

THE LITTLE GIRL KNEW

JAMES WHITCOMB RILEY once added considerably to his fame as a versifier when he informed the younger gentry that "the gobble-uns'll git you ef you don't watch out."

If he were alive today, he might change the last line of his poem, address it to the world's most distinguished citizens, and declare: "The talkie'll git you ef you don't watch out."

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All of which leads up to what the Chief Justice of the Supreme Court said to President Hoover when the latter was sworn into the highest office in the land.

A little girl, listening in on a radio, wrote to Chief Justice Taft that he had sworn the president to "preserve, maintain, and defend the Constitution," whereas the exact word should have been "to preserve, protect, and defend the Constitution."

The Chief Justice, amused, replied that what he had actually said, as he remembered, was "to preserve, maintain and protect."

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A group of newspaper men assembled in solemn conclave to hear the exact words of the Chief Justice. It was found that he had said "to preserve, maintain, and defend."



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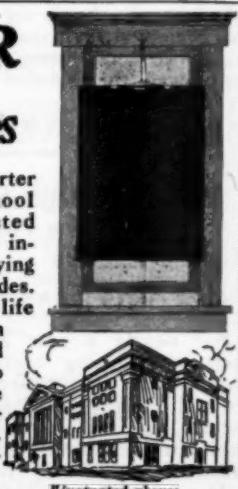
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**Students and Alumni Express Appreciation of
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Supt. M. B. Vaughn of Montgomery City will on next September enter upon his nine-



Sept. M. B. Vaughn

teenth year of continuous service to that school system in the capacity of superintendent. Appreciation of his services to the community was recently expressed by the high school pupils and the alumni, who by voluntary subscriptions raised a fund of several hundred dollars to defray Mr. Vaughn's expenses to the Conference of the World Federation of Education Association

tions to be held at Geneva in July and August next. Mr. Vaughn is a delegate to this conference and has been assigned a place on the program.

L. B. Hawthorne Elected to Eighteenth Year at Mexico

At a recent meeting of the Board of Education of Mexico, Supt. L. B. Hawthorne was reelected to serve his eighteenth year as superintendent of schools for this city. J. T. Angus was reelected principal of the high school for his ninth consecutive term. S. P. Emmons has served the Mexico board as its president for twenty-four years and was reelected for his twenty-fifth successive year.

**Going to Columbia this Summer?
See Page 308.**

ST. LOUIS TEACHERS ON THE AIR

For nearly a year St. Louis teachers have been contributing each week fifteen minutes broadcasting to station KWK. These talks are not usually of a pedagogical or technical nature but are on some subject of general public interest and from a field in which the speaker is especially well qualified.

The schedule for May is as follows:

May 3rd—"Motion Pictures in the Sky"

Lewis W. Dougan, Field School

May 10th—"The Long Call"

Charles Ammerman, Roosevelt High School

May 17th—"Competitive Athletics in St. Louis Elementary Schools"

P. J. Hickey, Madison School.

May 24th—"Radio"

C. S. Webb, Soldan High School

May 31st—"Old and New Text Books"

P. H. Deffendall, Blair School

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County Superintendent to Head City School System

Grover M. Cozean for the past five or six years superintendent of the Madison County schools has recently been elected as superintendent of the Fredericktown school system, the county seat of Madison County. Mr. Cozean succeeds Supt. A. B. Barber who has had charge of the Fredericktown schools for the past four years. Mr. Barber resigned several weeks ago with the expressed intention of entering the graduate school of Harvard University. Since the announcement of this resignation it is reported that more than seventy applications have been filed for the superintendency at Fredericktown. The Fredericktown Democratic News in commenting on the election of Supt. Cozean says "He has had a wide range of school experience, is a native of the county, a veteran of the World War and a graduate of the Teachers College at Cape Girardeau."

Supt. Cozean will have with him the continued services of high school principal J. B. Willmore, vocational agriculture teacher F. E. Gillett and Mrs. Nell Wright teacher of vocational home economics.

Going to Columbia this Summer?

See Page 308.

J. L. Campbell Heads Carthage School System

J. Lucas Campbell for several years Dean of the Junior College and principal of the senior high school at Jefferson City resigned that position and accepted the superintendency of the schools at Carthage, Missouri. Mr. Campbell is an aggressive school man. He previously served as principal of the high school at Jefferson City under the superintendency of Governor Sam A. Baker, was for several years superintendent of the schools at Liberty, Missouri, and was for a while Assistant State Superintendent. Mr. Campbell was selected at Carthage from among nearly a hundred applicants including many of the leading school men of Missouri, and adjacent states.

Professor J. D. Elliff Honored

Professor J. D. Elliff of the School of Education of the University of Missouri has been appointed a member of the Board of Curators of Lincoln University of Jefferson City. Professor Elliff will take to this board, which has been completely reorganized, a type of professional knowledge, a broad experience, and a sincere devotion to the cause of education which will be of great service to the board in promoting the interest of this outstanding school for Negroes in Missouri. For several years Mr. Elliff has been the director of the summer school at the University of Missouri. He is also a member of the Stephens College board.

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William F. Knox Unanimously Reelected at Jefferson City.

W. F. Knox for the past three years head of the schools at Jefferson City was recently unanimously chosen to direct the schools for another term according to the Jefferson City Capitol News. During Mr. Knox's administration the local schools have gone forward in every department. Many additions and improvements have been made in virtually every grade.

Wood Burton Burned to Death at Herculaneum

Wood P. Burton for the past three years teacher of science in the Herculaneum high school died at the hospital in Crystal City on April 17th as a result of burns from the explosion of a gasoline blow torch used in the chemical laboratory. According to newspaper accounts Mr. Burton had pumped air into the torch and touched a match to the burner when the explosion occurred. Two students, Paul Seites and William Todd were slightly burned on the hands and arms in attempting to save Mr. Burton. Mrs. W. P. Burton is also a teacher in the Herculaneum high school. Burton was twenty-five years old and a graduate of Central College, Fayette. Funeral services were held at Higbee, Missouri, where Mr. Burton's parents live.

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ELECTIONS and RE-ELECTIONS

Morris Woolf has been elected superintendent of schools at Queen City to succeed H. F. Hedberg who has served in that capacity for the last five years.

Dan J. Hurt will continue to serve the Dearborn Consolidated School as its superintendent.

Lester O. Little who for the past two years has been superintendent of the schools at Stafford has been elected to head the Bolivar school system. Mrs. Little will be teacher of English in the Bolivar schools. Bolivar teachers reelected according to the Bolivar Free Press, are G. E. Karls, vocational agriculture; Miss Ora E. Hughes, social science; and Miss Reba Pickett, home economics. Miss Irene Inman will be the new teacher in charge of Latin and music.

John Jahne will leave the Pickering school after three years service to become superintendent of the New Point school.

C. C. Conrad for the last two years superintendent of the Perry schools has accepted the superintendency of schools at Jackson succeeding R. H. Weakas.

Garnette Parman has been reelected to his position as superintendent of schools at Gentry.

L. F. Gooch will succeed R. S. Wood as superintendent of the Wright City schools.

W. H. McDonald has been elected to his seventh consecutive term as superintendent at Trenton, Missouri.

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Clyde C. Rowland will remain as head of the schools at Guilford, Missouri. His two assistants in the high school have not been chosen according to the Guilford Times.

D. C. Groves will enter upon his fifth consecutive year as superintendent of schools at Union Star next September. His entire high school faculty including Alberta Wilkerson, W. F. Gillman and Katherine Stein were retained.

V. V. Robertson, superintendent and Everett Wright, principal were reelected to their respective positions in the Bolckow schools.

W. E. Craddock, superintendent at Crocker and his faculty have been retained for next year with the exception of Miss Eulalie V. Powell who declined to accept her re-appointment.

Mr. Russell Ellis, superintendent at Maywood has been elected to head the schools at Canton. G. V. Bradshaw who has had charge of the Canton schools for six years was not an applicant for reelection. It is understood that Mr. Bradshaw plans to go into business.

R. F. Terrall will remain as head of the schools at Pleasant Hill. Other reelections reported for Pleasant Hill are Mrs. Mary Jane Thomas, principal of the high school; W. Burton Moore and Mrs. Terrall.

M. M. Hess has been elected superintendent of the Stella schools. Mr. Hess has for the past two years served as principal of the high school at Stella.

Going to Columbia this Summer?

See Page 308.

Wilbur Adams was recently reelected as principal of the high school at Carrollton. This will be Mr. Adams' second term in this position.

Supt. C. F. Riddle, formerly of Cowgill, has been elected to the superintendency of the schools at Galt, Missouri. The high school faculty was reelected.

Fred Lewallen has been reelected superintendent of the schools at Anniston. This will be Mr. Lewallen's sixth consecutive term at this place. Albert Thompson was also reelected principal.

J. C. Harvey will remain as the superintendent of Clifton Hill public schools. Mrs. J. H. Meyer who has held the position as principal of this school for the last three years would not consider reelection and the place was given to S. E. Holman who has been a teacher in the high school. Clifton Hill plans to rearrange the grades so as to employ only two teachers instead of three as previously.

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Chas. H. Bryant has been reelected to the superintendency at Barnard. His entire faculty in both grade and high schools is retained.

Madison County has named practically all her rural teachers according to the Fredericktown Democrat News. This paper follows the policy of reporting each week all the teachers that have been elected during the past week.

R. A. Harper will continue as superintendent at Piedmont where he has served in that capacity during the past two years. Miss Oleta Hammett was elected for her sixth consecutive term as high school principal. Miss Gladys Siler, Mrs. R. A. Harper and Mr. G. O. McCain were each reelected to their high school positions. H. T. Eaves was made principal of the grade school.

Miss Blanche Worley will continue as teacher of the Lovelace school in Pettis County at a salary of \$92.50 per month.

S. J. Holloway has been reelected as superintendent of the schools at Brunswick and Miss Edith Marsten will continue as high school principal. All of the high school teachers were reelected. On account of crowded conditions in the grades an additional teacher will be added next year. Miss Marjorie Merrill has been elected to this new position.

R. A. Moyers will continue as superintendent at Hayti having been elected to his fourth consecutive term. Principal Perley Madden was reelected, as were the other high school teachers.

Lyndon T. Rogers has been elected high school principal at Garden City, Missouri.

Supt. Ralph W. House of Mokane will head the schools at New Franklin, Missouri next year. Former superintendent Roy R. Noll was not an applicant for reelection. Mrs. House was also elected a member of the high school faculty.

Miss June Calvert has accepted the Luray School in Clark County at \$110 per month.

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BOOK REVIEWS

HAND BOOK OF ATHLETICS for Coaches and Players, by Graham Bickley. Pages 161 plus xii. Published by A. S. Barnes and Company. Price \$1.80.

This book intends to give to coaches and players the fine points of the game and of track performance. It is written on the notebook style and not given to long dissertations, except where the reader might not otherwise be able to grasp the point in question.

OURSELVES AND OUR CITY by Frances Carpenter. Pages 297 plus xii. Published by the American Book Company. Price \$0.92.

This is one of the Journey Club Travel Series and is a civic reader for the fourth or fifth grades. The children of the travel club see for themselves every thing described in the book. A special feature is a "thrift play" arranged for the school room.

CHILDREN'S BEHAVIOR AND TEACHERS' ATTITUDE, by E. K. Wickman. Pages 247, 18 charts. Published by the Commonwealth Fund Division of Publications. Price \$2.00.

"How Teachers Behave When Children Misbehave" might well be the title of this study, the purpose of which is to inquire into the nature of teachers' reactions to the behavior and personality difficulties of children. This is accomplished by a controlled investigation which offers evidence in regard to the kinds of behavior which teachers consider undesirable; the behavior characteristics which identify the problem child in the mind of the teacher;



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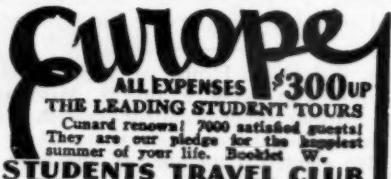
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behavior problems. The evidence leads to a formulation of the psychology of teachers' attitudes and to a consideration of the influence of these attitudes in shaping the life of the child.

CHANTONS UN PEU, A Collection of French Songs, with Games, Dances, and Costumes, Grammar Drill and Vocabulary, By Ruth Muzzy Conniston. Published by Doubleday, Doran and Company, Inc. Price \$2.00.

This volume contains 56 songs, new and old, that are sung in the schools of France today. They are songs of the provinces, marching songs, folk songs, patriotic songs—all with simplified accompaniments, composed especially for school use. The second part of the book contains exercise material including designs for costumes and directions for dramatization.

THE CHILDREN'S OWN READERS by Mary E. Pennell and Alice M. Cusack. Published by Ginn and Company.

This is a series of readers by Missouri authors. Miss Pennell was formerly assistant superintendent of schools of Kansas City and Miss Cusack is director of kindergarten and primary grades in Kansas City schools. The series contain eight books. "Pets" is paper bound and contains 32 pages of easy reading material and space for the child to draw pictures of the various pets. "Friends" is the primer of the series and contains stories based on child experience. These are followed by Books I to VI inclusive.

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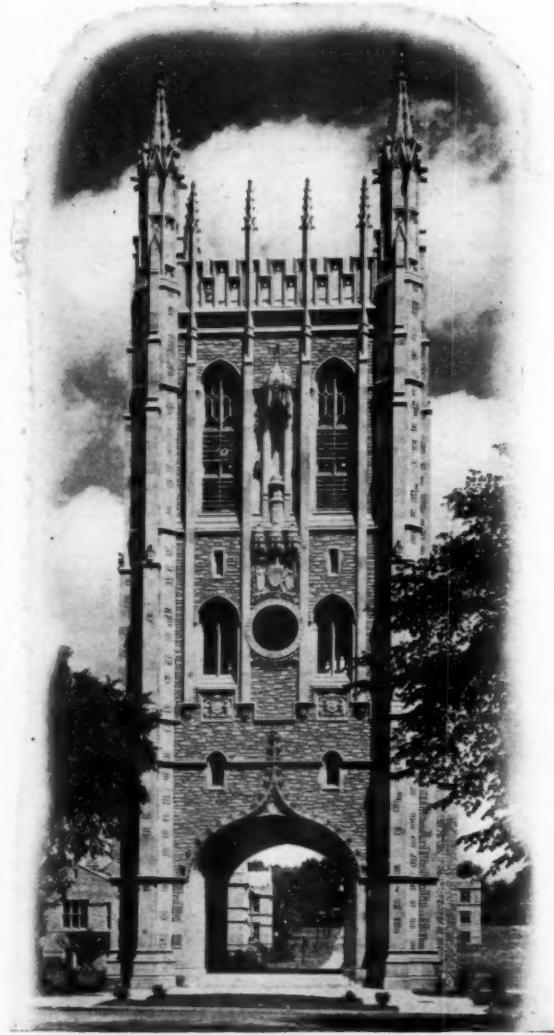
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